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ABSTRACT

The handbook, a first in the attempt to collect information about counseling Indian students, represents the results of 1976-77 couselor training workshops in South Dakota. The handbook contains article reprints, ideas, and suggestions from many counselors and non-counselors, and is intended not as expertise but as a resource primarily for counselors of Indian students at all educational levels. The information is presented in six major sections. "Counseling the Indian Student" presents a counselor's Code of Ethics; notes potential cultural differences and conflicts; and discusses the role, responsibilities, and relationships of a counselor. Two sections detail counselors' activities, roles, and responsibilities at the elementary and secondary level, and include reprints on elementary school counseling and on financial aid. In "Counseling the Indian College Student" there is discussion of college application and admission, financial aid, housing, course selection, cassette/filmstrip programs and films by title, with appropriate level, cost, and time. The "Miscellaneous" section contains brief excerpts on general resources, counseling skills, drug/alcohol counseling, evaluation, and other topics. (SB)

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AMERICAN INDIAN STUDENT COUNSELOR HANDBOOK

Lowell Amiotte

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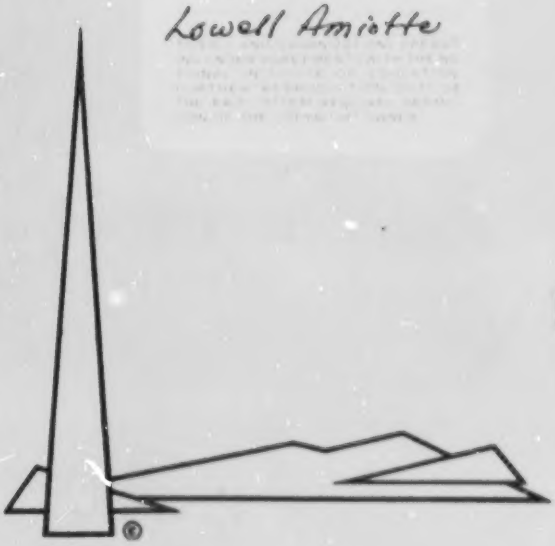

CENTER OF INDIAN STUDIES
BLACK HILLS STATE COLLEGE
SPEARFISH, SOUTH DAKOTA

AMERICAN INDIAN STUDENT COUNSELOR HANDBOOK

DR. WAYNE H. EVANS

SEPTEMBER 1977

Dedicated

to

The American Indian Students

of South Dakota by the

SOUTH DAKOTA INDIAN COUNSELORS' ASSOCIATION,

the UNIVERSITY OF SOUTH DAKOTA, and

BLACK HILLS STATE COLLEGE.

Dear Reader:

In an effort to provide a handbook that is useable to the counselor, the Center of Indian Studies would like your comments and reactions to this publication.

After examining this handbook, please respond to the following questions and return to the Center of Indian Studies, Black Hills State College, Spearfish, South Dakota.

a) What are the strong points of this publication?

b) What are the weak points?

c) Suggest ways and means for improving or upgrading future handbooks.

Other comments:

Lowell Amiotte, Director
Center of Indian Studies
Black Hills State College
Spearfish, South Dakota 57783

CONTENT

INTRODUCTION 1

COUNSELING THE INDIAN STUDENT 4

ELEMENTARY SCHOOL COUNSELING 30

COUNSELING THE SECONDARY SCHOOL INDIAN STUDENT 56

COUNSELING THE INDIAN COLLEGE STUDENT 79

RESOURCES 103

MISCELLANEOUS 112

Counseling Skills
Career Education Counseling
Drugs and Alcohol
Special Topics
Surveys, Questionnaires, and Evaluations
Credits and Bibliographical Entries
List of Speakers Recommended for Workshops
Contributors
Bibliographical Entries

INTRODUCTION

In an effort to preserve and continue the excellence of counseling services for American Indian students, the Center of Indian Studies at Black Hills State College and the Office of Indian Academic/Student Affairs of the University of South Dakota, co-sponsored a series of six High School-College Training Workshops. The workshops were conducted during the academic year 1976-1977.

Counselors of American Indian students were specifically invited to attend all or as many possible workshops. The workshops dealt with the role of the counselor and applied counseling. The participants were expected to provide and share expertise in many areas of counseling.

Approximately twenty (20) professional resource people were identified and many of them were utilized for the workshop presentations. The author of this handbook acknowledges the many resource people who made scholarly contributions toward this American Indian Student-Counselor Handbook. In addition, appreciation and recognition is extended to the numerous counselors or people who attended the workshops to learn and most importantly, provided input through discussions, formal papers, and suggestions.

Special recognition is extended to Mr. Ray Howe, President of the South Dakota Indian Counselors' Association, and staff member of the Center of Indian Studies, Black Hills State College, Spearfish, South Dakota. Mr. Howe has given many hours of dedication in the direction of a Title I Grant. The Handbook is in part a result of the Title I Grant. Gratitude is expressed to Mr. Frank Crowley, State Title I Director, Sioux Falls, South Dakota, for the Title I funding and guidance. Last, but not least, is the recognition to the two institutions Black Hills State College and the University of South Dakota whose positive endeavors in providing equal educational opportunities for American Indian Students have played a major role in bringing about the outcome of the handbook.

The Handbook is presented in seven sections. Part I deals with this Introduction; Part II, Counseling the Indian student; Part III, Elementary School Counseling; Part IV, Secondary School Counseling; Part V, College Counseling; and Part VI, Resources. Part VII, the Miscellaneous section, contains brief excerpts on general resources, counseling skills, career counseling, drug/alcohol counseling, evaluation (surveys, questionnaires, and evaluation materials), and other various topics.

The handbook is a first in the attempt to collect Indian student counselor information. It reflects a collective input effort of many counselors and non-counselors. It is hoped that the Handbook can be revised yearly from new information and input. As such, readers are encouraged to note corrections, ideas, and suggestions in the Handbook for possible sharing prior to revision of the Handbook.

The purpose of the Handbook is to facilitate ideas and thoughts on counseling Indian students. It is not intended to be the expertise, but a resource. The use is encouraged to write and insert loose leaf material

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(additions) in the book. It is specifically developed for a tool to be used primarily by counselors of Indian students. Hopefully, there is some useful materials presented for elementary, secondary, and college level counseling. The Handbook is intended to have utility for others--parents, teachers, administrators, school staff, and community people.

The Handbook had an input from elementary, secondary, and college counselors through counselor workshops. Many resource people were also utilized. The workshops were primarily the result of long expressed requests from counselors at all levels for such activities.

The underlying objective of the Handbook is to provide an answer for exchange and continuity in problem solving, skills, and techniques of counseling.

PART TWO

COUNSELING THE INDIAN STUDENT

Counselors' Responsibility to the Student

Counselor's Code of Ethics

Responsibilities:

A) Ethical conduct consistent with student expectations
B) Share expertise
C) Respect for those with whom work will be directed and shared
D) Equipped professionally to provide competent services

Responsibility of Counselor to Students:

A) Respect
B) Do not impose your own value system
C) Practice confidentiality
D) Knowledge of tests and testing
E) Understand counseling process

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COUNSELING THE INDIAN STUDENT

The counseling of the Indian student should be prefaced with the Code of Ethics in the counseling process.

Responsibilities of the school counselor stem from these basic premises and basic tenets in the counseling process:

A. Each person has the right to dignity as a human being
   1. without regard to race, sex, religion, color, or socio-economic status
   2. without regard to the nature and results of behavior, beliefs, and inherent characteristics.

B. Each person has the right to individual self-development.

C. Each person has the right to self-direction and the responsibility of making decisions.

D. The school counselor, equipped with professional competency, and understanding of the b havioral sciences and philosophical orientation to school and community, performs a unique, distinctive, and highly specialized service within the context of the educational purpose and structure of the school system. Performance of this rests upon acquired techniques and informed judgement which is an integral part of counseling. Punitive action is not part of the counseling process. The school counselor shall use these skills in endeavoring constantly to insure that the counselee has the afore mentioned rights and a reasonable amount of the counselor's time.

E. The ethical conduct of the school counselors will be consistent with the state regulations.

F. The school counselor may share information gained in the counseling process for essential consultation with those appropriate persons specifically concerned with the counselee. Confidential information may be released only with the consent of the individual except when required by court order.

While the Code of Ethics of the counseling profession is applicable to the American Indian counseling profession, there are some additions that need to be recognized. These differences are in most instances, precipitated by the role of history upon the Native American. The counselor would be justified in reviewing the historical perspective and the historical

influence upon today's Native American. It is common consensus that there is a unique attitude on the part of the American Indian and that there are cultural conflicts for them. The counselor may well be advised to be aware of these attitudes and cultural conflicts. The term cross-cultural counseling no doubt takes meaning for the counselor counseling American Indian students.

The diversity of the American Indian student background needs recognition. There exists, in addition to the diversity, a reservation system and urban systems. The Indian student may exodus from the reservation or vice versa. The concepts of acculturation and involution may be a reality.

The Federal Government's role is no small part. There are areas of federal responsibilities. Under certain criteria, the Indian people are wards of the Federal Government. This state of being wards has strong implications. It has established ingrained attitudes for the Indian people. The role of the United States Public Health is also significant in the health matters of Indian people on the reservations. There are laws that pertain specifically to American Indians. Treaties and education laws exist that affect the education of Indian children through the Bureau of Indian Affairs.

The philosophy of education of the American Indian has been defined primarily by the Bureau of Indian Affairs or in the case of public school children, the public school districts. Only recently has there been the beginning of the formulation of an American Indian philosophy of education by American Indian people.

It has been apparent that effective counseling of Native American Indian students is an urgent matter. The negative statistics are abundant. American Indian students need counseling in education, economics, family, social, and personal areas. These counseling needs mandates

counselors who are of Native American decent. Specifically trained personnel can be utilized in the counseling process.

The counselor needs to be aware of the self-image value, and cultural aspects of counseling the Indian student. Writings have substantiated the low self-image, different value system, unique culture, and atypical personality characteristics of the American Indian. Not only are they different from the non-Indian, but also from tribe to tribe.

It is, perhaps unfortunately, believed by many Indian people that Indian counselors may be the only effective means of presenting culturally relevent counseling for this segment of the Indian clientele. It is further believed that only by such means can these Indian students come to a positive adjustment to school and eliminate frustrations for these students.

The individual counselor aspiring to work with the American Indian student may find such opportunity at a public, private, federal, or parochial school on a reservation or an urban area. The counseling opportunities range in levels beginning with pre-school to adults.

Counseling. One experienced counselor of Indian students has stated, "If I waited for these students to come to my office, I wouldn't see a dozen a semester . . ." It is suggested that the counselor take the class list and contact each student. This process will necessitate appointments. If the counseling program is appropriately defined for the students, the appointment system would work with Indian students. The procedure may be to write the student a note or letter. If the student does not respond, the counselor may as indicated in the note or letter, 'look the student up' at home or elsewhere. With the counselor seeking and finding the student, the counselor may proceed to carry out the counseling or visit with the student in a positive manner impressing the need to have the client come

to the counseling office on a specific date and time agreed upon. The main objective is to develop trust.

The need for counseling to be brought to the students is urgent. An experienced counselor stated that, "actually, when they (Indian students) talk about their hangups, I'm embarrassed when I appraise the little inconveniences I label as problems."

The counseling process is one of continuous attempts at understanding and being understood.

The counselor should avoid referral of Indian children to special education that may be exhibiting unacceptable behavior as a result of a social, personal concern, or cultural difference.

Indian students (more traditionally oriented) are not overly verbal and aggressive.

Indian students may be suppressing their feelings. In some cases it will be due to cultural training. Other cases may be inability.

Indian students do realize they are different and do not fit the expected mold of the dominant society. The awareness of the difference seems to become more apparent or at least more reactive around the junior high school level.

Counseling Indian students without appropriate training may be unprofessional if not unethical behavior for the counselor. Non-Indian counselors have additional interpersonal limitations in relating to Indian students. This does not mean there has to be Indian counselors for Indian children. But it does mandate specific training to assure effective personnel. Through training, an Indian or non-Indian counselor can be aided in deciding if they can make a contribution towards Indian student counseling. An incongruent counselor may be worse than none.

The major conflict with non-Indian counselors is the misunderstanding of the Indian student. There is a tendency, without the proper experience and empathy, to use norms of the dominant society, with values and qualities expected of non-Indian students.

Many American Indian students do not aspire for materialistic gain nor materialistic values. The dominant value for them might be survival and harmony in life. Insistence on applying the dominant values system confuses the particular Indian student more, which contributes to further student's emotional turmoil and, therefore, school problems.

For many Indian students one may find a traditional orientation to religion. These spiritual beliefs are strong and different from non-Indian people's beliefs. The modeling of non-Indian spiritual concepts may lead to ultimate, subtle rejection of the counselor. One must be conscientious of the conscious and subconscious religious learning of the Indian student. The spiritual concept of the American Indian is very strong. When in conflict with expectation, the spiritual differences can lead to lack of interest in the system (school), consequently, the falling out of step and behind. One counselor with experience with these types of students suggests that the student needs to be told that it is important to believe what they want to believe, since no one person or group has been able to prove what is the right religion. This approach may lead to successful discussions that contribute to the students positive outlook on life and pride in self. The counselor, as indicated, must perform beyond the normal expectations and training. While religious dialogues may be taboo, it is a necessary issue that has to be addressed in effective counseling with the traditional Indian student. To do less can contribute to the continued mixed emotions and confusion of these

Indian students.

There are arguments against Indians being different. These arguments may be valid with some Indian students, but to generalize all of the ethnic group is unjust. One non-Indian counselor offers that in advising specific groups of students that it is beneficial to be aware of any characteristics expressed by the specific minority.

Dr. John Bryde of the University of South Dakota writes, "The counselor or advisor of Indian students must be aware of Indian models of human success. Indian grandfathers and grandmothers, or elders, are models of Indian success because they possess Indian wisdom with which they can give good advice. The advisor of Indian students should not try to induce his own or a caucasian model of success. The client often comes to listen to the counselor as a surrogate grandfather or mother, therefore, the counselor must be very sure of his advice."

Indian students may be afraid to tell you who they are. If they reveal all, what may be the counselor's reaction? The risk may be too uncertain or high. If they reveal all the counselor might be ashamed of them (me), "What I am you might not like, and it is all that I am or have."

Honesty, genuineness, and sincerity are the necessary counselor behaviors. The best is to give truths and accept truths.

Counseling should mean more than advice giving. The counseling dialogue should reach beyond fact giving or revealing:

Counseling Depths,

Level I - conversation

Level II - facts

Level III - ideas

Level IV - feelings and emotions
(include non-verbal communication,
feelings and meanings)

Level V - ultimate level of counseling
(hearing what is said and what
is not said, to detect those things
the client may not be able to say)

Change only occurs from within, "I, myself, can change me." No one else can decide for an individual; we all have our time in life. True understanding is indicative of caring. "If you understand me you must care about me." This understanding necessitates hearing what is not said.

While Indian students are said to be less verbal and aggressive, it is applicable in certain individuals and traditional groups. These individuals and groups require specialized counselors or counselors with appropriate training. The error must be avoided, however, in thinking or believing that traditional Indians do not have a 'normal' capacity for verbal and literary eloquence. An Indian person may contemplate long before acting. It may be foolish for him to speak without a good reason.

Indians are not, murderous, treacherous, superstitious, animalistic, dirty, and easily corruptable!" Nor are they, "drunken, untrustworthy, lazy, and stupid."

The desire of the Indian client may be to keep the world in balance, in harmony. It may be that the client prefers that nature of things not be altered, and cooperation with nature and others (people) is of greater importance.

The European culture values planning, future, and competition. Whereas, the American Indian preference may be the here and now, past or present, and cooperation or at least the rejection of competition. The European culture tends to challenge the unknown and unfamiliar, rewards spontaneous and willing responses of students, and the notion of reward for completing or successfully terminating an activity.

The American Indian culture tends to lean toward a cultural view that

holds harmony, balance, cooperation, now, beginnings, and wisdom as the proper view. The traditional Indian culture would be rewarding non-aggressive, and non-assertive behavior.

ROLE OF COUNSELOR IN

A SCHOOL SYSTEM

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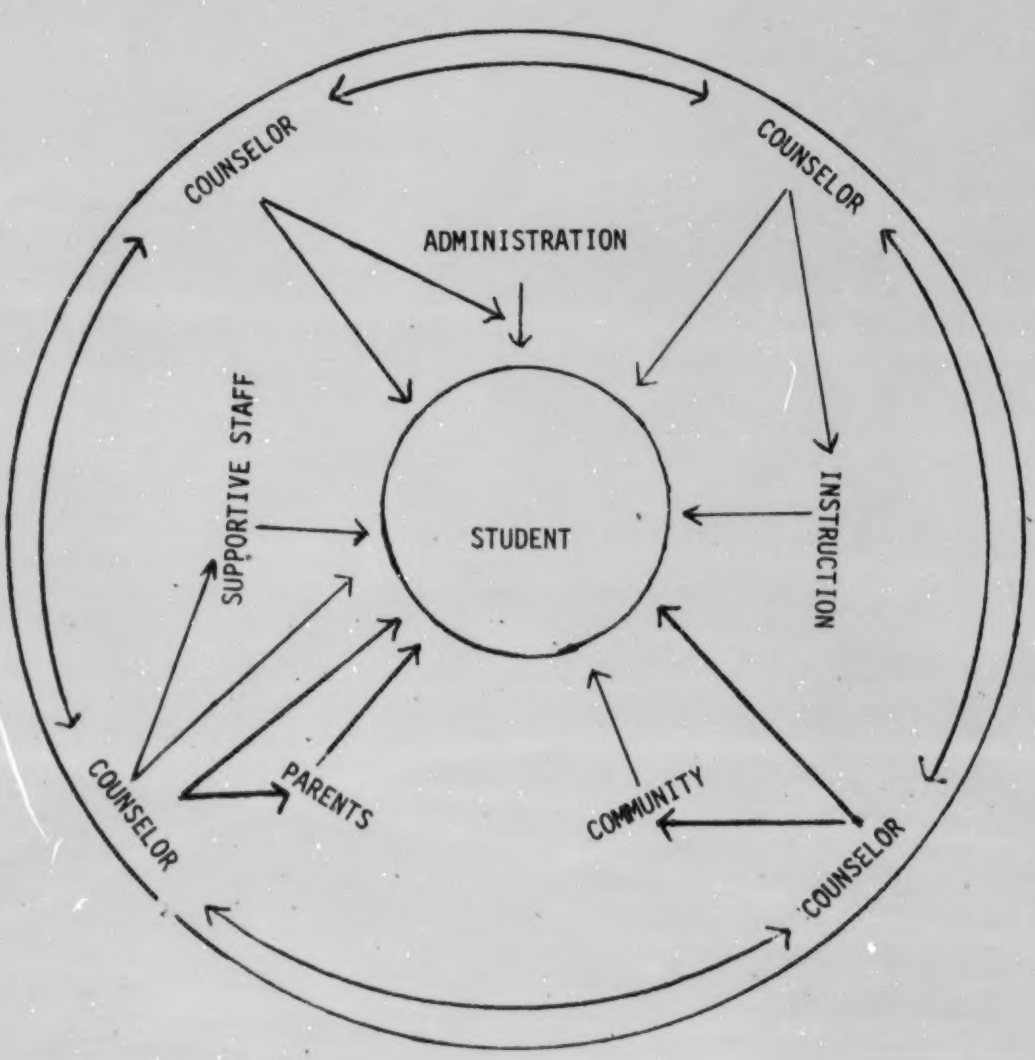

The counselor and the counseling unit will need to develop a philosophy congruent to the local school and community.

The philosophy could be a combined input from the community, school-board, and school administration. Every school's philosophy would be in some way unique to itself.

It is the responsibility of the counselor to determine what school philosophy and mission exists and be familiar in order to be congruent. Not only is there the responsibility for finding out what the school philosophy and mission is, but to determine the counseling philosophy and mission. If none exist, then the counselor should facilitate the development of a counseling philosophy and mission. In addition, when the need for a change is found, the counselor should instigate such changes.

School's Expectations of the Counselor:

A. Contribute and support the mission of the school.

   1. develop mental counseling
   2. participate in decision-making and planning
   3. conduct crisis counseling

B. Contribute and support the broad purposes of education in the society

C. Be a protective guardian of individuality and of the individual

   1. conduct individual or group counseling
   2. use of adults in counseling programs
   3. promote positive school climate

D. Have a sound rationale for the guidance program

E. Have a commitment to school counseling as a profession, and to grow professionally.

Administrative Relationships. The counselor must work with the school administration. The positive relations are to a large extent determined by the school administrator. Good working relationships could mean the

counselor being allowed to attend and actively participate in meetings concerning policy making which affects students. The counselor will need to safeguard students' rights.

A good relationship with school administration can be one of the most important assets in establishing the overall effectiveness of a counselor and the total guidance program.

A. Administration's Commitment to Counseling:

1. View as a professional career.
2. Recognize services as being essential in total school mission (avoid assignment of unrelated duties).
3. View counseling as a staff not a line position.
4. Respect matters involving confidentiality of information.
5. Provide sufficient time and facilities to enable counselor to be effective in his duties.
6. Hire professionally trained counselors. Counselor should be a professional.

B. Counselor's Relationship with School Staff - (Administrative - Instructional - Supportive):

1. Share expertise and provide:
   a. individual conferences
   b. case conferences
   c. inservice training
   d. sensitivity to students' needs
2. Supply necessary personal data on students.
3. Interpret test results.
4. Help resolve value conflicts.
5. Facilitate cooperation.
6. Ascertain whether curriculum is meeting the needs of all the students.
7. Assurance that discipline is of a positive nature

<u>Activities that a counselor can perform or facilitate the implementation</u>:

A. Pre- and Posttesting

1. Achievement
2. Attitude
3. Special curriculum results

B. Counseling

1. Self-Awareness

2. Career awareness
3. Individual
4. Attendance
5. Group
6. Parent
7. Development
8. Academic

C. Group Activities

1. Group Counseling
2. Classes (counseling and guidance)
3. Teacher meetings
4. Staff meetings

D. School System

1. Have articles published in school newspaper
2. Have page in student handbook devoted to guidance programs
3. Sponsor a school activity - JR. COUNSELORS CLUB
4. Attend school functions
5. Have an "ad" for counseling services in school publications
6. Recognize teachers for student achievements
7. Publish a newsletter - tell what the guidance program and counselor is doing
8. Sponsor a career day
9. Use bulletin boards - make them attractive and informative
10. Keep appointments, but allow time to be where the action is
11. Recognize responsibility to co-workers
12. Earn respect as a team worker
13. Develop guidance service handbook
14. Be a good listener
15. Be a facilitator
16. Know your school structure and functions
17. Keep active and useful - you are an example
18. Whenever necessary clarify the role of the counselor in the school
19. Develop a calendar each month and publish it - use it to keep track of counselor activities
20. Plan audio-visual presentation describing services
21. Use questionnaire to and for the total school and have a meeting to discuss results
22. Locate power structure in system and solicit their help
23. Be available to explain testing program
24. Be visible, helpful, and involved
25. Keep activities on regular basis
26. Maintain membership in professional organizations
27. Be active in the school orientation process
28. Disseminate information, bulletins, booklets to teachers

29. Keep records of daily activities
30. Present a career of the week and use bulletin boards for support
31. Conduct in-service programs and workshops for teachers:
    1. example
        a. teacher-student relationships
        b. understanding and use of test scores
32. Create a positive image
33. Establish a referral system
34. Keep public relations at a high priority - take boss to lunch
35. Develop counselor job description
36. Invite people to visit guidance program
37. Do a good job and tell it so
38. Demonstrate counseling techniques at appropriate meetings
39. Do statistical reports on test data
40. Update handbooks
41. Be a positive school advocate
42. Identify guidance helps - locations, etc.
43. Have suggestion box available
44. Provide equal time for all levels of school programs
45. Have a business card
46. Be able to explain job description and extra tasks
47. Use audio-visual to provide information
48. Operate a job placement for students
49. Use community resource people
50. Keep eyes open for scholarships
51. Use comic strip illustrations
52. Conduct surveys to support guidance program
53. Research effectiveness of counseling with Indian students
54. Place Indian students in remedial or developmental programs
55. Consult with teachers concerning cultural differences among Indian students
56. Assist students in transferring to and from other schools
57. Assist Indian students with low grades in gaining admission to training and education programs
58. Invite Indian parents to school for evening conferences concerning student problems
59. Write student handbook and regulations for teachers to follow
60. Explain guidance program to school staff
61. Participate in professional organizations and attend conferences and meetings
62. Assist Indian parents in understanding standardized tests
63. Assist Indian students in selection of courses
64. Research test results to develop local norms for standardized tests
65. Assist in hiring and training Indian counselor aides
66. Write letters of recommendations for Indian students
67. Evaluate and recommend teachers to the administration
68. Give achievement tests to Indian students
69. Give personality tests to staff and Indian students
70. Assist Indian parents in understanding child development and growth
71. Design the school curriculum to fit the needs of Indian students
72. Counsel Indian students on a one to one basis with students' personal feelings and problems

73. Bring Indian parents to the school to discuss student's progress with teachers
74. Explain the dangers of drug abuse to Indian students
75. Counsel Indian students concerning attendance
76. Counsel indian students who have academic problems
77. Visit classes to assist teachers with problem students
78. Supervise lunch room, halls, playground, and bathrooms
79. Establish a guidance committee to assist in designing guidance program
80. Take Indian students on field trips to better understand government
81. Assist Indians in seeking representation on school board
82. Establish a system to assist Indian students who drop-out of school
83. Assist in developing Indian leadership within the student government
84. Bring Indian leaders into the school to talk with the staff and the students
85. Establish an Indian Studies Program within the school
86. Purchase Indian related books for the school library
87. Recruit Indian teachers
88. Visit the Indian community to better understand the home environment
89. Explain present grading system to students
90. Assist in obtaining additional federal funds designed for the Indian students
91. Explain guidance program to tribal organizations on the reservations
92. Establish after-school guidance services for Indian students
93. Assist in training guidance secretary
94. Participate in local civic and community service organizations
95. Attend Indian pow-wows on the reservation in order to meet Indian parents
96. Establish a group guidance class in the school
97. Identify referral sources on the reservation
98. Orientate Indian students to the school system
99. Give aptitude tests to the Indian students
100. Assist Indian students in understanding standardized tests
101. Give career-vocation information and data to the Indian students
102. Establish and maintain cumulative records
103. Provide Indian students with information concerning Bureau of Indian Affairs' grants and scholarships
104. Conduct follow-up study of Indian students who graduate from school
105. Develop new theories and approaches in counseling Indian students, publish findings
106. Counsel with potential drop outs
107. Assist in job placement for Indian graduates
108. Train older students to counsel and assist younger students
109. Counsel with Indian students in small groups
110. Assist Indian students in obtaining proper health care and examinations
111. Assist in establishing local community crisis center

Instructional Staff. The instructional staff no doubt plays an important role in the counselor programs. The counselor will often find himself or herself in a difficult position; "caught-in-the-middle". A counselor must

deal objectively with staff and students without taking sides. The counselor will need to maintain the mediator role.

The teachers need to kept aware of, by the counselor, the special needs, problems, or circumstances of their students. The reverse should also be the case, as teachers are the closest to the student.

The school staff should be recognized by the counselor for positive counseling related procedures. The staff needs to know that the counselor plays a supportive role. The counselor could provide in-service training concerning the counseling role of teachers and staff.

The counselor should offer its counseling service to the staff. The counselor, as a professional, should encourage and provide counseling for teachers and staff. The counselor should be willing to deal (counsel) in personal and school related concerns. The counselor's willingness to counsel and demonstrate the counseling process may be the best means of obtaining staff cooperation. The role of the counselor would be better understood by the staff by actual participation. Staff should come to appreciate the role and function of the counselor. The questions of confidentiality, rapport, and counseling could take positive meaning for the staff.

Teacher related activities

A. Counselor visit home rooms frequently - identify as a team member

B. Work with teachers in planning curriculum

C. Meet with groups of teachers - preschool, primary, middle, junior high

D. Work especially with new teachers

E. Explain counseling program at the first of the year and as often as necessary

F. Offer to act as a resource person for teachers

G. Solicit ideas from teachers

H. Take special programs to the classrooms

I. Plan meetings for teachers - to inform them of services. Identify their needs, keep communication channels open.

J. Employ teachers to promote guidance information in the classroom

K. Encourage referrals

L. Encourage teachers

M. Conduct small group awareness sessions

N. Work closely with teachers regarding school extracurricular activities

O. Send teachers literature relative to current trends and thoughts in guidance

P. Make graphs to show class improvement

Supportive Staff Activites:

A. Communicate with the total school family

B. Conduct awareness sessions

C. Spend time with cooks, janitors, bus drivers, and paraprofessionals - they are sound contact people and will provide help

D. Facilitate dialogue with above named personnel - let them feel they are a vital part of your program

E. Get the above named personnel on committees

Parents. Due to the rural and atypical situation, parents will in the most part have minimal school contact. In some cases there will be no phones in the homes. Distances will be excessive from school to the child's home.

The counselor is needed by the parents to keep them informed of their child's progress, concerns, and school policies. The opportunities that occur with parent visits should be dealt with, with the utmost courtesy

and respect. The counselor must listen and take all the necessary time to devote to the infrequent visitor. This type of behavior on the part of the counselor could yield great dividends in terms of further visits and other parents getting the message (moccasin telegraph) to visit the counselor.

Indian parents do have concerns. They may want to confer with teachers and administrators where a particular situation involves major school-student related problems. The counselor could be a catalyst in a successful dialogue between the parent and particular staff member(s).

Other activities undertaken could be beneficial to parents and students alike. Examples of these are: special events pertaining to counseling, educational opportunities, community events, and school meetings.

The counselor should be visible and render help whenever possible in community activities.

Parental Activities:

A. Hold coffee hours for fathers and mothers to get to know them
B. Hold evening sessions for parents
C. Prepare handbook for parents
D. Invite parents to guidance programs
E. Enlist support from parental group
F. Explain testing programs
G. Develop public relations

Counselor's Relationship with Parents:

A. Maintain open communication
    1. individuals
    2. as a group
B. Maximize student's social, as well as, academic adjustment
C. Alert parents to the counselor's responsibility to all age groups in the school

D. Parental consultation including

1. interpreting test results
2. acquainting with school policy and procedure
3. referral agencies
4. direct instruction in child development

Students. The counselor's effort should be directed toward knowing all the students. Learning "who" they are is mandatory. The counselor should eventually know about students' aspirations, background, family (Tiospaye), special problems they face and special needs. As indicated, the role of the Indian student counselor becomes more involved beyond what an ordinary school counselor may face.

The counselor should be sure the students have information and knowledge about school policies, graduation requirements, career guidance, testing, personal counseling, and post high school planning. The counselor assists students to develop a sense of self-worth with a positive self-image.

Student Related Activities:

A. Make sure students know how to contact counselors

B. Work especially with new students and transfers

C. Be visible in non-problem areas of school operation

D. Prepare student handbook

E. Invite students to guidance program

F. Explain testing program

G. Conduct rap sessions

H. Parents of new students should be contacted immediately

I. Organize guidance program with students

J. Have students write news articles

K. Work with (counseling) groups of students

L. Meet students away from office situation occasionally

M. Keep guidance student centered

N. Adjust schedule to meet student needs

Student responsibility. Counselors are stressing student responsibilities, many believe that emphasis should be on students' own responsibilities to show respect and engage in realistic decision making. The student is best believed to have a role in the counseling process and policy with the opportunity to solve their own problems. The student should expend energy to be understood.

Counselor's Relationship with the Community:

A. Develop understanding of all guidance functions

B. Contact with student welfare agencies

C. Use newspaper, handbooks, newspaper articles, radio, and television

D. Prevention of school problems

E. Solicit community expertise

F. Promote cooperation

Community Related Activities are:

A. Inform community of counseling services

B. Invite to guidance programs

C. Locate decision makers in communities and solicit their support

D. Explain testing program

E. Organize and maintain a guidance committee

F. Promote public relations

G. Participate in radio and television programs

H. Write newspaper articles

I. Always be ready to explain the program

J. Develop a guidance program brochure for the community

K. Visit health services

L. Put up posters downtown

M. Show appropriate guidance/counseling films

N. Visit other schools and their guidance programs

O. Use community leaders to explain their work or profession

P. Meet with board(s) of education

Q. Ask for community response to questions and publish answers

Principal Responsibilities of the School Counselor to the PROFESSION

The school counselor:

A. Should be cognizant of the developments in his profession and be an active contributing participant in his professional association--local, state, and national

B. Shall conduct himself in a responsible manner and participate in developing policies concerning guidance

C. Should do research which will contribute to professional and personal growth as well as determine professional effectiveness

D. Shall under no circumstances undertake any group encounter or sensitivity session, unless he has sufficient professional training

E. Shall, in addition to being aware of unprofessional practices, also be accountable for taking appropriate action to eliminate these practices.

Principal Responsibilities of the School Counselor to SELF

The school counselor:

A. Should continue to grow professionally by

1. attending professional meetings
2. actively participating in professional organizations
3. being involved in reserach
4. keeping abreast of changes and new trends in the profession and showing a willingness to accept those which have proved to be effective

B. Should be aware of and function within the boundaries of his professional competency

C. Should see that his role is defined in mutual agreement among the employer, students to be served and the counselor. Furthermore, this role should be continuously clarified to students, staff, parents, and community.

Principal Responsibilities of the School Counselor to FACULTY, ADMINISTRATION, AND COLLEAGUES.

The school counselor:

A. shall use discretion within legal limits and requirements of the state in releasing personal information about a counselee to maintain the confidence of the counselee.

B. shall contribute pertinent data to cumulative records and make it accessible to professional staff (except personal factors and problems which are highly confidential in nature.)

C. shall cooperate with colleagues by making available as soon as possible requested reports which are accurate, objective, meaningful, and concise.

D. shall cooperate with other pupil personnel workers by sharing information and/or obtaining recommendations which would benefit the counselee.

E. may share confidential information when working with the same counselee, with the counselee's knowledge and permission.

F. must maintain high professional integrity regarding fellow-workers when assisting in problem areas related to actions, attitudes, and competencies of faculty or colleagues.

G. shall maintain high professional integrity regarding fellow-workers when assisting in problem areas related to actions, attitudes, and competencies of faculty or colleagues.

Administration

A. Talk to school superintendent about the guidance and counseling programs as often as appropriate, but at least twice a year.

B. Make evaluation reports to principal, superintendent, and board members (if possible)

C. Meet regularly with principal relative to counseling needs and activities

D. Invite administration to guidance programs

E. Formalize role statement and publicize

F. Discuss administrative expectations for counselor

G. Get on faculty meeting roster

Principal Responsibilities of the School Counselor to PARENTS

The school counselor:

A. shall work with parents so as to enhance the development of the counselee.

B. shall treat information received from the parents of a counselee in a confidential manner.

C. shall share, communicate, and interpret pertinent data, and the counselee's academic progress with these parents.

D. shall share information about the counselee only with those persons properly authorized to receive this information.

Principal Responsibilities of the School Counselor to PUPILS

The school counselor:

A. has a principal obligation and loyalty to respect each person as a unique individual and to encourage that which permits individual growth and development.

B. must not impose consciously his attitudes and values on the counselee though he is not obligated to keep his attitudes and values from being known.

C. should respect at all times confidences of the connselee; should the counselee's condition be such as to endanger the health, welfare, and/or safety of self or others, the counselor is expected to report this fact to an appropriate responsible person.

D. shall be knowledgeable about the strengths and limitations of tests; will share and interpret test information with the counselee in an accurate, objective, and understandable manner to assist the counselee in self-evaluation.

E. shall assist the counselee in understanding the counseling process in order to insure that the persons counseled with will understand how information obtained in conferences with the counselor may be used.

Others:

A. read local newspaper to identify students and families, especially the good happenings - keep informed

B. be involved in local education association

C. participate in in-service programs

Principal Responsibilities of the School Counselor to SCHOOL AND COMMUNITY.

The school counselor:

A. shall support and protect the educational program against any infringement which indicates that it is not the best interest of the counselee or program.

B. must assume responsibility in delineation of his role and function, in developing educational procedures and program and in assisting administration to access accountability.

C. shall recommend to the administration any curricular changes necessary in meeting valid educational needs in the community.

D. shall work cooperatively with agencies, organizations, and individuals in school and community which are interested in welfare of youth.

E. shall, with appropriate release, supply accurate information according to his professional judgement to community agencies, places of employment and institutions of higher learning.

F. should be knowledgeable on policies, laws, and regulations as they relate to the community, and use educational facilities accordingly.

G. shall maintain open communication lines in all areas pertinent to the best interest of counselees.

H. shall not accept remuneration beyond contractual salary for counseling any pupil within the school district. The counselor shall not promote or direct counselees into counseling or educational programs which would result in remuneration to the counselor.

I. shall delineate in advance his responsibilities in case of any confrontation and have an agreement which is supported by the administration and the bargaining agency.

J. offer to speak at PTA, service clubs, churches, etc. Topics could be needs of children, the role of the counselor, etc.

K. get on committees that affect decision making

Summary. As one reads the numerous responsibilities, activities, and tasks it becomes obvious that one person would not be able to perform fully at all facets. It is strongly suggested that the counselor extend itself through other school staff. Teachers are generally effective in paraprofessional counseling roles. Administrators can be effective in communicating desired information. The school newsletter and/or journalism students are effective means of accomplishing the public relations aspect of the counseling program. Students themselves can extend the counseling outreach. Students can function as the receptionists. In some cases older students can serve as peer counselors or paraprofessional counselors for lower elementary students.

It is obvious that the counselor will need to extend the guidance program with and through other school personnel. To do less may mean a restricted and limited guidance program.

ELEMENTARY SCHOOL COUNSELING

The role and function of the counselor is to assist Indian students and their parents in taking full advantage of the education programs and services of the school.

There may be problems in policies and procedures that need to be reviewed to assure the students' and parents' rights in the formal educational process.

Parental concerns can range from minor (such as name calling) to major affairs, including, but not limited to bus transportation (bussing), classroom conduct, suspension, and disciplinary measures.

The role and function of the elementary school counselor should be delineated by a philosophy and mission statement in harmony with the elementary schools' philosophy and mission. The counselor as a professional can and should develop his job description with administrative input.

Counselors, in the work setting involving the Indian students, do not advocate any particular counseling theory. If there is a preference it seems to be the non-directive or eclectic approach. Because some Indian students don't converse too freely, it is apparent that the eclectic approach may be necessary.

Counselors feel counseling of teachers and parents is a necessity and an important part of the counseling role.

School Administration. It is imperative that the counselor work with the school administration. The counselor with demonstrated ability in working effectively with administrators would be valuable. In the elementary school setting many issues and concerns arise that need to involve the school principal for successful resolution.

Page 30 blank

The counselor who, for one reason or another, can't deal positively with the principal has lost a major ingredient to effectiveness.

The principal has to be perceptive of the counselor. That is, the principal must understand and support the role and function of the counselor. In addition, the counselor will need to continually define and clarify his role and function not only to the principal, but to all other people involved in the student's education.

Finally, the counselor is not an administrator nor lunch ticket puncher. To assign such tasks to a counselor indicates a waste of much needed counseling time and counseling related activities.

Instructional Staff. It is very important for the counselor to work with and relate openly with the instructional staff. Many teachers, with openness and trust, will seek counseling for themselves personally or in relation to problems they have with a student. Non-Indian teachers may seek information and help with the culturally different Indian student. A non-Indian counselor needs training in counseling the Indian student. Such a counselor should make his expertise known in a professional manner to the instructional staff. Teachers may not, otherwise, seek this type of assistance from a non-Indian counselor.

There is virtually no way to provide the intensive and one-to-one counseling for all elementary students unless it happens to be a school district that employs sufficient number of counselors. It is imperative to utilize the teachers in the counseling program. Teachers can be relied upon for information, follow-up observations, activities, and counseling. Some teachers are very effective paraprofessional counselors. With consultation, the teacher can be an extension of the counseling service.

Another way to extend the counseling to more students is to utilize groups. Some counselors find that the proper counseling atmosphere is difficult to reach. Others have been very effective with group processes. The success may depend upon how well the counselor can define and how well the students buy into the criteria established for group process; such as, confidentiality, trust, and helping relationship. Group counseling should not be discontinued simply because the students do not seem to get serious, tend to reinforce each others' negative behavior, or just want to rap. Children may learn much about themselves and resolve personal concerns through rap sessions.

Supportive Staff. All staff, including supportive staff, must be asked to cooperate with the counselor. The counselor may find that a particular client responds favorably towards a staff member or a staff member has developed special concern for a particular student. These types of relationships are a positive means of working with students. Counselors report that some custodians and bus drivers are in tune with students and with proper assistance and consultation from the counselor, could do effective paraprofessional counseling.

Some schools may have nurses, social workers, home-school coordinators, truant officers, etc. All these supportive staff members need to have contact and to work with the counselor.

Students. The students have to be encouraged to communicate and relate to the counselor. Unfortunately, the word 'counselor' has been misused. For example, there are many instances where a person is titled counselor, whose role is a disciplinarian, truant officer, or performs a comparable punitive role.

The counselor must exert considerable effort to communicate his/

her role and function. The counselor has to model what it advocates. Confidentiality, to break the rule in any manner however trifle it may seem, would be detrimental to counseling.

Communication of Indian students may be subtle. Some will be quiet and nonverbal. The nonverbal and quiet manner of an Indian client does not necessarily indicate a lack of rapport or confidence in the counselor. Silence, on the part of the Indian student, may be a sign of respect rather than not comprehending.

The lack of eye contact on the part of the Indian student may have to be accepted. For some Indian students it may be a negative response to establish eye contact. Again, it is cautioned that all Indian children are not alike. The response patterns will be different for Indian children, pending their background.

One experienced Indian counselor has indicated that it may take five (5) to six (6) sessions to establish understanding of the role/function of the counselor, to gain trust and verbal response from Indian students. It was further indicated that the counselor must have considerable patience to reach the level (conversation and feelings) of the client.

Counselors may frequently find themselves having to talk to the student's teacher. The counselor may help the student explain the concern of the student to the teacher. The student frequently fails or doesn't know how to relate their concerns to their teacher. This failure could be for several reasons, some of which were indicated earlier. In addition, the students may believe such action would jeopardize them, especially if they tell the teacher what they feel and think.

Parents. It is very important for the counselor to communicate with the parents regardless of the circumstances that exist during the communications. This advice is particularly true in home visits. The verbal

and nonverbal behavior of the counselor has to demonstrate that they are there to talk to the parent, not to see how they live. The nonverbal behavior of the non-Indian counselor is of even greater urgency. Indian children learn from their parents a most sensitive nonverbal perception and nonverbal communications skills. While the parent visitation is extremely sensitive the reward and payoff for visitations are extremely beneficial for counselors' effectiveness. A cooperative approach with parents in the counseling of the client (parents' child) can remove many misconceptions held by the parent.

The non-Indian person is prone to talk (make conversation) in a firm, precise, concrete, and usually loud assertive manner. These communication patterns will turn most Indian students off, and also the parents. It is suggested that the counselor for Indian clientele try a flexible, not so precise, and soft voice. The communication tone should be near the level a counselor finds himself/herself during a very intent, serious, and emotional period of a one-to-one counseling situation. Hopefully, the counselor will leave the home without a clear picture of the home environment and totally lack home environment information when working with peers.

Community. The community involvement should be kept at social levels of a helping nature. Definitely avoid influencing, monotoring, or directing activities. Avoid political involvement.

Seek out all community agencies. Find out their purpose and mission. Utilize those agencies that include in their priorities the welfare of children, families, and community.

Elementary School Counselor Activities. There are no doubt many tasks and activities that would be appropriate and applicable at different school levels. In the attempt to be encompassing for each level of counseling there will be certain overlapping between the sections on different levels of counseling.

Following is an extensive list to provide suggested roles and functions of an elementary school counselor and/or the guidance program at the elementary level.

School Activity

1. Have articles published in the school newspaper.
2. Have page in the student handbook devoted to guidance programs.
3. Sponsor a school activity - JR. COUNSELORS CLUB
4. Attend school functions
5. Have an 'ad' for counseling services in school publications
6. Recognize teachers for student achievements
7. Publish a newsletter - tell what counseling programs are doing
8. Sponsor a career information day
9. Use bulletin boards - make them attractive and informative
10. Keep appointments, but allow ample time to be out where the action is
11. Recognize responsibility to co-workers
12. Earn respect as a team worker
13. Develop guidance service handbook
14. Be a good listener
15. Be a facilitator
16. Know school structure and functions
17. Keep busy - be an example
18. Whenever necessary clarify your role in the school

19. Develop a calendar each month and publicize it - use it to keep track of activities

20. Plan audio-visual presentation describing services

21. Use questionnaire to and for the total school and have a meeting to discuss it.

22. Locate power structure in system and solicit their help

23. Be available to explain testing program

24. Be visible, helpful, and involved

25. Keep activities on regular basis

26. Maintain membership in professional organizations

27. Be active in the school orientation process

28. Disseminate information - bulletins, booklets to teachers

29. Keep records of daily activities

30. Present a career of the week and use bulletin boards for support

31. Conduct in-service programs and workshops for teachers, example:

    a. teacher-student relationships
    b. understanding and use of test scores

32. Create a new image

33. Establish a referral system

34. Keep public relations at a high priority - take your boss to lunch

35. Develop job description

36. Invite people to visit program

37. Do a good job and tell them so

38. Demonstrate counseling techniques at appropriate sessions

39. Do statistical reports on test data

40. Update handbooks

41. Be a positive school advocate

42. Identify guidance helps - locations, etc.

43. Have a suggestion box available
44. Provide equal time for all levels of the school program
45. Have a business card
46. Be able to explain job description and extra tasks
47. Use audio-visual materials to provide information
48. Provide 'world of work' information
49. Use community resource people
50. Keep your eyes open for useful guidance materials
51. Use comic strip illustrations
52. Conduct surveys to support program

Administration

1. Talk to the school superintendent about the guidance and counseling programs often--at least twice a year
2. Make an evaluative report to the principal, superintendent, and board members (if possible)
3. Meet regularly with the principal relative to your counseling needs and activities
4. Invite the administration to guidance programs
5. Formalize your role statement and publicize
6. Discuss administrative expectations for counselors
7. Get on the faculty meeting roster

Teachers

1. Visit the home rooms frequently - identify as a team member
2. Work with teachers in planning curriculum
3. Meet with a group of teachers - preschool, primary, middle, and junior high
4. Work especially with new teachers

5. Explain your program at the first of the year and as often as necessary
6. Solicit ideas from teachers
7. Take special programs to the classrooms
8. Plan meetings for teachers to inform them of services, identify their needs, and to keep communication channels open
9. Use teachers to promote guidance information in the classroom
10. Encourage referrals
11. Encourage teachers
12. Small group awareness sessions
13. Work closely with teachers regarding school extracurricular activities
14. Send teachers literature relative to current trends and thoughts in guidance
15. Make graphs to show class improvement

Supportive Staff

1. Communicate with the total school family
2. Conduct awareness sessions
3. Spend time with the cooks, janitors, bus drivers, and paraprofessionals - they are good contact people and will provide help
4. Rap with above named personnel - make them feel they are a vital part of your program
5. Get such personnel on your committees

Students

1. Make sure students know how to contact counselors
2. Work especially with new students and/or transfers
3. Be visible in non-problem areas of the school operation
4. Prepare student handbook
5. Invite students to guidance program
6. Explain testing program

7. Conduct rap sessions with students
8. Parents of new students should be contacted immediately
9. Get students' help to organize guidance-counseling program
10. Have students write news articles
11. Work with counseling groups of students
12. Meet students out of office situations occasionally
13. Guidance should be student centered
14. Adjust schedule to meet student needs

Parents

1. Hold coffee hours for fathers and mothers - get to know them
2. Hold evening sessions for parents
3. Prepare handbook for parents
4. Invite parents to guidance programs
5. Enlist support from parent groups
6. Explain testing program
7. Maintain public relations with parents

Community

1. Inform the community of counseling services
2. Invite community members to guidance programs
3. Locate decision makers in the community and solicit their support
4. Explain testing programs
5. Organize and maintain a guidance committee
6. Maintain public relations with the community
7. Participate in radio and television programs to inform the community
8. Write newspaper articles

9. Always be ready to explain the guidance program
10. Develop a brochure for the community
11. Visit health services and other community services
12. Put up posters downtown
13. Show appropriate films
14. Visit other schools and their guidance programs
15. Use community leaders to explain their work or profession
16. Meet with boards of education
17. Ask for community responses to questions and publish the answers

Other

1. Read local newspaper to identify students and families - especially the good happenings - keep informed
2. Be involved in local education association
3. Participate in in-service programs
4. Offer to speak to PTA, service clubs, churches, etc. Topics for presentation could be on the needs of children, the role of counselors, etc.
5. Get on committees that affect decision making

THE UNIQUE ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

(Reprinted from American Personnel and Guidance Association)

Rationale

Consistent with the philosophy of education, elementary school counseling concerns itself with the child in the developmental process of maximizing his potential. Living and functioning effectively depends on the interaction of an individual's self-concept and the complexity of influences and experiences which he accumulates. The elementary counselor works within the education framework and the child's total environment to enable the child to find his identity and to learn to make choices and decisions which lead to effective functioning as a worthwhile being.

Because each individual makes the choices and decisions which ultimately determine his behavior and his learning, particular attention and time needs to be given in the educational program of the young child to provide training and opportunities to learn decision making skills. The elementary school counselor, because of his specialized training, provides service and leadership in this area as it is fully integrated into the total school experience.

Elementary guidance and counseling builds upon the belief that human beings must have continuous experiences of challenges, achievements, and successes. The school creates situations in which pupils find themselves needed and wanted by others. It creates situations in which teachers can show each child that to his teacher and fellow pupils he matters, that he is accepted as he is. Elementary school developmental guidance and counseling is concerned with each child's perceptions of the present and how they relate to the present and future; therefore,

the counselor has direct contact with all children at all levels in the elementary school. The teacher plays the primary role in working with children and the counselor must aid the teacher in making education more meaningful to each child with the implementation of an appropriate guidance and counseling program.

Objectives

As an elementary school guidance and counseling program is composed of more than just a professional counselor, it is imperative that our objectives represent all of the various populations. In so doing we are then able to communicate more clearly our responsibilities and goals, and how they relate to the total education and environment of the child.

I. For the individual child: (age-appropriate)

A. Will be able to identify himself by description, likes, dislikes, interests, skills, etc.

B. Will be able to define his role in his family, school setting, neighborhood, community.

C. Will have a positive feeling of himself and be able to verbalize his self-feelings in a straightforward, comfortable manner without fear of nonacceptance.

D. Will be able to recognize his shortcomings and accept his limitations, and then proceed to work toward improvements as he sets his goals.

E. Will be acceptant of other people and be able to identify and work towards solving conflicts in relationships.

F. Will feel good about learning and working, and when distress occurs, will use appropriate skills of problem solving and decision making to reach a level at which he can cope.

G. Will have interest in the future and engage in some fantasizing of his possible role in it.

H. Will have a realistic understanding of the interrelatedness of people and the world of things and services, and the part he and his family and acquaintances play in it.

II. For teachers, administrators, and parents in the child's life:

A. Will understand and accept the child's self-concept and work with him to determine for himself positive changes; then to provide guidance and support as he endeavors to make those changes.

B. Will relate to the child as a worthwhile human being, so that the child can use acceptable and appropriate relationship behavior

C. Will provide teaching, experiences, and opportunities for learning decision making skills and grant him the dignity to live with and learn from his mistakes without criticism or ridicule, or without "taking over" the decision making.

D. Will seek help for themselves when necessary in order to provide the most effective learning environment for the child.

III. For the counselor:

A. Will be congruent human being, comfortable in his personal and professional life to the extent that he can function for the best interests of those he serves.

B. Will accept each person (child and adult) with whom he works, with all accompanying feelings and behaviors, and help the client via unique training and skills to define needs and concerns.

C. Will provide the guidance and counseling appropriate and acceptable for the counselee to be able to fulfill his objectives (as stated above).

D. Will be able to identify changes and objectives reached by the counselee and will be able to interpret them to others.

E. Will serve as an advocate for children within the adult structure of the school and community.

Implementation

Counseling services will be planned and determined by the counseling staff in cooperation with the educational team whose focus is the learner as a person and as one who shares in the decision making process. Parental input will be solicited through meetings, conferences, and/or advisory groups. Plans will be based on known developmental needs and existing conditions, and will be flexible to accommodate unforeseen, emerging needs,

and changing conditions.

I. The elementary school counselor's primary functions are:

A. Counseling individual students

1. The counselor at the elementary level seeks to facilitate the child's transition from home to school, the success of which may well determine the child's attitude toward himself and his chances for positive growth in the school setting.

2. With this in mind, the elementary counselor makes himself available for conferences in which the student is free to express his own attitudes about himself, his school experiences, his interests, abilities, shortcomings, achievements, goals, etc. In this way and in an atmosphere characterized by warmth and acceptance, the counselor attempts to foster the student's self-understanding and self-reliance.

B. Counseling groups of students

1. In small group sessions of four and five students, or in classroom groups, the elementary counselor offers the individual student an opportunity to gain greater self-understanding and confidence through interaction with his peers. Much of the time would be spent on the developmental aspects of growing up.

C. Consulting with teachers, other school staff members, and parents.

1. The elementary counselor works to promote a cooperative effort between all persons involved in helping the child meet his individual needs. Toward this end the counselor also serves as a referral agent to resources beyond the school and family.

D. Professional evaluation

1. The counselor continuously evaluates his effectiveness within the counseling relationship and his effectiveness with regard to the program as a whole, his services as a consultant, coordinator, and referral agent. The evaluation will include all stakeholders in the program to answer questions of effectiveness, to find causes for areas of concern; to identify individuals and groups not presently being served, to provide data to make for system changes within the educational community.

II. Consultant in other areas

A. Curriculum development

B. Testing program

C. Grouping and placement

D. Pupil evaluation

E. Screening: preschool, learning disabilities, special classes

F. Pupil data collecting

G. Horizontal and vertical articulation of guidance program and pupil data

H. Information and dissemination services

I. Impact of instructional program on the pupil

J. Local school and community committees: drug education, family living, parent groups

K. Counselors may also offer in-service training to other members of the educational team

L. The counselor will often serve on curriculum planning committees, bringing his knowledge of growth and development and learning theory.

M. Counselor also serves in important consultive and/or coordinator role in career education

III. Interpreting the functions of the counselor to students, teachers, parents, and the general public:

A. Unless these groups possess a clear understanding of the elementary counselor's functions and the undergirding rationale, his effectiveness will be seriously impeded. Thus, it is the responsibility of the elementary counselor to make an initial and continuing effort to promote these understandings.

Experimental Counseling Activities. Some counselors have tried different activities with relative success.

One counselor, due to his roving assignment from school to school, felt he dealt with mostly difficult behavorial problem cases. This counselor feels that one-on-one was the most effective with this type of circumstances and situations. A frequent problem affecting Indian students, perhaps non-Indian students too, was name calling. The counselor felt he could best deal with these name calling cases by trying to explain to the offended student that whoever calls him a name wants to get a reaction, thereby establishing a type of control. The advice to the student is to ignore these name calls and break the attempt to control. While the solution may not be that simple, it does work for this counselor frequently.

Another problem area is the lack of attendance. This problem could mean a lack of or no transportation. In some instances the student has to babysit. Elementary school students are unable to get to school if adults don't or can't arrange or provide transportation. This type of situation is not infrequent in Indian country and even in some urban settings. One counselor worked with the social workers to place the family closer to the school by finding housing near the school. In the case of missing school because of having to babysit, the counselor makes home visits in an attempt to resolve the problem. If the problem is one of neglect, the truant officer's help may be called upon. Social workers or community agencies can help if the problem is of economical or family unit disorganization.

Counselors indicate that negative teacher-student relationships are a source of many problems. Both student and teacher may be at fault or one or the other. These situations require facilitating, meditating, and reaching mutual understanding. Misunderstanding leading to many of these problems, center around non-Indian teacher-Indian student cases. The issue is usually a lack of understanding of each others different cultural backgrounds.

A counselor reported problems with huffing and sniffing. These situations are extremely difficult according to the reporter. There is no law against huffing or sniffing. These is no legal help. Perhaps the only recourse would be a desperate attempt at 'reaching' the student through intensive counseling.

One counselor worked with a program designed to provide an opportunity for students to be involved in a career education program. The objective of the program was:

1. To provide an opportunity for the children to understand the concepts and values introduced in the school in more concrete experiences within his own community and/or other communities.

2. To provide opportunities for personal and social development in a bi-cultural setting. These experiences would be geared to developing a child's self-concept.

3. To provide opportunities for children to come into direct contact with the cultural talents of their own people; such as, artists, storytellers, political figures, religious leaders, philosophers, educators, etc.

4. To acquaint the children with education centers and job-related facilities; such as, banks, libraries, colleges, high schools, telephone companies, airports, tribal government, Bureau of Indian Affairs, packing plants and many other related fields of trade. This would provide a more confident entry into counter-culture and alternative choices of life style if desired.

The program also provided other educational services.

Tutoring

1. For children who have extended illnesses or extended hospitalization.

2. For children who have family needs requiring them to remain at home.

3. For children who have been withdrawn from the school for a time and need to have make-up work before re-entry into the regular school program.

4. For children who need extra help in a particular subject area. This help would be provided during or after school scheduled periods.

Substitute Teachers

1. Substituting for teachers when they are ill or need an excused absence from their classes to take care of personal emergency business.

2. Substituting for teachers when they are involved in scheduling students for classes or other related school activities.

3. Substituting for a teacher when the teacher desires to take part of the class on an experiential and training endeavor

Advisor or Consultant

1. To develop curriculum for the school or aiding teachers in the development of curriculum materials.

2. Providing audio-visual materials for teachers and children to supplemental existing educational projects or programs.

3. Being a source of knowledge of what is available in the local area to reinforce instruction.

Mini-Course Offerings

1. Specific courses could be offered and included in the regular teaching schedule.

Home-Study Program

1. Provide an opportunity for students to continue and complete their education requirements or assignments at home.

2. To assist the pushouts or dropouts to remain in school with special tutoring program at home and in school.

Outdoor Education Program

1. This program is designed for upper elementary students to promote and develop an interest or awareness of natural resources. (How it can be applied and used in their environment.)

   a. Program objectives for outdoor education

      1) to provide the student with broader application of concepts taught in the classroom through outdoor learning experiences

      2) to provide students with the opportunity to learn about their own history and culture against the setting of their own reservation

      3) to develop an ecological understanding and appreciation of the natural environment

      4) to expose the students to fundamental skills in camping, cooking, survival, safety, and hygiene.

      5) to provide students with the opportunity to be responsible to each other in group situations

The counselor working with the above program did not indicate any particular problem areas or success. The program, apparently, is relatively new.

"Building Self-Concept through Puppets in Counseling." This was the title of an activity one participant shared. This person felt that the use of props for fun projects was helpful for children's learning. Props of this nature were believed to be almost mandatory. These props are believed to be helpful in getting children to learn about themselves and to express their feelings.

The puppets in counseling, recognizes the importance of play in the healthy development of children. (Play is to a child what work is to an adult). Play is a process of learning about one's self in one's environment.

The program with puppets, as is the concern of the counselor, is the development of the child's self-concept. This would be especially applicable to Indian students.

In addition to the puppet program the writer shared some things to do to help students develop a positive self-concept.

1. Say something positive to each child.
2. Try to see that each child achieves success in some way each day by offering a variety of activities.
3. Give each child recognition for the effort he makes, even though it may not come up to expectations.
4. Make each child feel he belongs.
5. Listen to the child and look at him or look him in the eye when he is talking.
6. Answer the child's questions openly, honestly, and immediately if possible.
7. Do not embarrass the child especially in front of others; do not make him question his worth.
8. Compliment the child when possible on neat work, improvement in his work, new clothes or hair style, creative ideas, etc.

9. Encourage the child to be proud of his name, his ideas, and his work.

10. Do not set goals so high that the chance of failure prevents the child from trying.

11. Help each child gain acceptance by his peers.

12. Promote an atmosphere in which everyone expects some mistakes to occur and tolerates them.

13. Promote an atmosphere in which each individual is respected and accepted for being himself/herself.

14. Use the child's name when speaking to him.

15. Emphasize what a student does right instead of what he does wrong.

16. Treat each child as you would like to be treated.

An important aspect of this program may be the adaptability of the puppet story to Indian culture and values.

This next idea is not so much an activity as it is a counseling program. The concept deals with the middle/junior high counseling and counselor.

There is a unique role for the middle/junior high school counselor, and there has been an increasing need to develop a position paper to describe this role. This position paper was originally authored by Mary K. Ryan, Middle/Junior High School Vice President for the American School Counselor Association, 1972-1973. The original paper has since been modified by incorporating suggestions and recommendations made by practicing school counselors. The position paper has now been officially recognized and accepted by the American School Counselor Association governing board. The position is summarily presented in the next few paragraphs.

The Middle/Junior High School counselor recognizes the commonalities of the role and function with those of the elementary and secondary work settings. However, since early adolescence and transients have special physical, emotional, and social needs, services specifically related to middle/junior high school students must be established. To ensure the fullest development of each child's talents and capabilities, an effective guidance program must recognize the many physiological and psychological differences of adolescence in grades five through nine.

Counseling

In serving as a facilitator of self-development, the middle/junior high school counselor should provide an individual counseling environment for all students to help them gain an understanding of themselves and find an identity. Emphasis on individual counseling does not rule out the benefits obtained from group sessions or peer counseling. The capable middle/junior high school counselor will utilize all techniques in helping students objectively evaluate their present and future lives. The counselor recognizes that successful developmental guidance programs with such a learner-centered base depends upon cooperative efforts of the total learning team.

School Staff

To improve the educational climate and foster personal and social development of the counselee, it is incumbent upon the counselor to share his expertise with the teachers. Through individual conferences, case conferences, inservice training, and as an integral part of the team, the counselor can assist the staff in becoming increasingly aware of and sensitive to the needs of the early adolescent. The counselor should supply

necessary personal data, interpret test results, and help resolve value conflicts.

Teachers, with their close, everyday contact with students, have significant opportunities to affect the student's self concept. Cooperation is not only essential but beneficial to the counselor and to the staff, since both are working toward the same goal--i.e., enabling the student to reach his full potential.

The counselor may assist administrators in ascertaining that the curriculum is meeting the needs of all students, that discipline is of a positive nature, and that quality integrated services are provided.

Parental Involvement

Maintaining open lines of communication with parents, in either individual or group settings, should maximize the student's social as well as academic adjustment. This counselor responsibility, applicable to all age groups, is particularly pertinent in the middle/junior high school, since transients are striving for independence and are reaching a level of maturity and socialization that causes them to question environmental pressures.

The counselor's role in parental consultation includes such activities as interpreting test results, acquainting parents with school policy and procedures, making parents aware of in-school and out-of-school referral agencies, as well as assisting through direct instruction in parental understanding of child growth and development.

Community Contact

Since the general public has been oriented to thinking of the guidance counselors as means of obtaining college admissions and vocational

information, it is mutually advantageous for the community to have an understanding of all guidance functions as they relate to this work setting.

Contact with community social, civic, and professional organizations is essential for maximizing student welfare. In order to facilitate community understanding of the middle/junior high school guidance program, the counselor has a responsibility to share the guidance program through the newspaper, handbocks, newspaper articles, radio, and television.

The citizens involvement in defining community needs will endure support for the counselor's endeavors in planning a complete guidance program. Untapped resources will be forthcoming from the public to assist the counselor in becoming a change agent in promoting improved human relations. Prevention of problems for the impressionable early teenagers should be an outcome of the combined school and community interest.

Other Areas of Special Responsibility

Orientation to junior and senior high schools, educational placement, career development, and group activities to promote greater self-direction, particularly in value formulation and decision making, are all areas with special implications for the middle/junior high school counselor.

A well-rounded middle/junior high school guidance program addresses itself to the social, emotional, and physical uniqueness of the early adolescent and aims to promote a high level of self-understanding and self-direction in each individual student.

PART FOUR

COUNSELING THE SECONDARY SCHOOL INDIAN STUDENT

The role of the secondary school counselor is vast. Many things set forth in the elementary and college counseling sections are applicable to the secondary counselor and vice versa. It is suggested that this section, Counseling The Secondary School Indian Student, not be reviewed without reading the elementary and college/adult sections of this Handbook.

It is the attempt here to identify and clarify the role of the secondary school counselor over and above the many possibilities already exhibited in other sections of the Handbook.

The secondary school counselor is subject to many identical responsibilities as an elementary school counselor. These responsibilities include staff consultation, parental assistance, students, information dissemination, counseling program planning, referrals, community and public relations.

The counselor needs to assume the leadership role in bringing about a total and effective guidance/counseling program. The counselor needs to involve the total educational staff in the guidance/counseling process. The counselor advocates student's self-understanding and is the key person in the system to facilitate the humanistic motivation among the student and staff. This humanistic philosophy should emerge from a respect of the individual differences of students and staff alike.

Page 56 blank

Counseling Relationships

A. Counseling relationships should be based on the following principles:

1. The counselor's obligation respects the integrity of the counselee and promotes the welfare of the student with whom he is working.

2. Before entering the counseling relationship, the counselee should be informed of the conditions under which he may receive assistance.

3. The counselor shall decline to initiate or shall terminate a counseling relationship when he cannot be of profressional assistance.

4. The counseling relationship and information resulting thereof must be kept confidential and consistent with the rights of the individual and the obligations of the counselor as a professional person.

5. In the event that the counselee's condition is such as to endanger the health, welfare, and/or safety of self or others, the counselor is expected to consult the appropriate responsible person. In some instances, referral to a specialist may be desirable.

The Counselor's Relationship With The Student

A. Through the counseling relationship, the counselor seeks to help each student to understand himself in relation to the world in which he lives. He helps the student to know himself and to recognize his strengths and weaknesses. The counselor helps the students to establish values and to know how to make realistic and positive decisions. To accomplish these goals in the high school environment, the secondary school counselor:

1. Sees the student as an individual and acknowledges his right to acceptance as a human being.

2. Recognizes that each student's behavior is meaningful and represents his attempt to develop within his environment as he perceives it.

3. Is available to all students and works with them in relation to their educational, vocational, and personal-social needs.

4. Creates an atmosphere in which mutual confidence, understanding, and respect result in a helping relationship.

The Counselor's Relationship With The Parent Or Guardian

A. The school counselor serves as a consultant to parents or guardians regarding the growth, educational, and career planning, and development of the counselee. To accomplish this goal, the secondary school counselor:

1. Accepts the parent as an individual and acknowledges his/her right to uniqueness.

2. Approaches the conference in a courteous, professional, sincere, nonjudgmental, and respectful manner.

3. Respects the basic right and responsibility of parents to assist their children in decision making.

4. Conveys a sincere interest in establishing a helpful and cooperative relationship.

5. Assures parents of confidentiality of information received.

The Counselor's Relationship With The Teacher

A. The Counselor assists teachers to better understand the plan for the educational, career, and personal-social development of the students. To accomplish this goal, the secondary school counselor:

1. Views the teacher as a member of the guidance team.

2. Serves as interpreter of the school's guidance program to teachers and familiarizes them with the guidance services available.

3. Shares appropriate individual student data with the teacher, with due regard for confidentiality, and assists the teacher recognizing individual differences in students, as well as their needs in the classroom.

4. Assists the teacher in making referral to other appropriate school personnel, such as the remedial reading teacher, the school nurse, or the school's learning disabilities specialist.

5. Supports teachers of vocation and/or cooperative programs offering students on-site work experience.

6. Cooperates with efforts of the middle school/junior high school and senior high school teachers to articulate academic course work for the benefit of the student entering the senior high school.

7. Maintains an objective and impartial view in teacher-student relationships, endeavoring to understand the problems which may exist and to assist in their solution.

8. Assists in the planning of classroom guidance activities and acts as a resource person for obtaining appropriate up-to-date materials and information.

9. Makes current information available to the teacher about the myriad of careers and job opportunities during and beyond high school.

10. Involves the teacher in conferences with students and parents, promoting a better understanding of the student and his development.

11. Develops a teacher consultation program to help teachers with students who show discipline and learning problems in the classroom.

The Counselor's Relationship With The Administration

A. The work of the school counselor should contribute directly to the purposes of the school. To accomplish this goal, the secondary school counselor:

1. Recognizes that the administrator is the major member of the guidance team whose outlook, leadership, and support create the atmosphere for success in his important school services.

2. Serves as interpreter of the guidance program to the administration, familiarizing it with the guidance services available.

3. Works closely with the administration in planning, implementing, and participating in in-service training and other programs designed to maintain and promote the professional competency of the entire staff in curriculum development, in adapting learning activities to pupil needs, and in effecting positive student behavior.

4. Serves as liaison between the guidance staff and the school administration by preparing pertinent information regarding student needs and abilities or other data related to the guidance program and curriculum development.

5. Is aware that any statement on role and function of the secondary school counselor does not supersede

nor is it in direct conflict with legislation dealing with confidentiality, privileged communication, or contract agreements between counselors and boards of education.

The Counselor's Relationship With Significant Others

A. The counselor has professional responsibilities to a number of significant others as he makes an effort to utilize all available community resources to assist the student. It is essential that a good working relationship be established and maintained with these community and area resources. To assure ongoing rapport with community and area resources, the secondary school counselor:

1. Maintains good communication with the office of the juvenile judge and with law enforcement agencies.

2. Retains a cooperative working relationship with community and social agencies.

3. Consults with students' previous counselors in order to utilize valuable knowledge and expertise of former counselors.

4. Maintains a close and cooperative relationship with the admission counselors of post-high school institutions.

The Counselor's Responsibility to The Student

A. In addition to specifying the counselor's professional relationships with the student, it is important to consider his responsibilities to the student. In a counseling relationship, the secondary school counselor:

1. Demonstrates respect for the worth, dignity, and quality of the student's human rights.

2. Shows concern for and assists in the planning of the student's educational, career, personal, and social development.

3. Aids the student in self-evaluation, self-understanding and self-direction, enabling him to make decisions consistent with his immediate and long-range goals.

4. Assists the student in developing healthy habits and positive attitudes and values.

5. Encourage the student to participate in appropriate school activities with a view toward increasing his effectiveness in personal and social activities.

6. Participates in the planning and designing of research that may result in beneficial effects to the counselee.

7. Assists the student in the development of an awareness of the world of work and in the utilization of the school and community resources to that end.

8. Helps the student to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programs.

9. Encourages the student to plan and utilize leisure time activities and to increase his personal satisfaction.

10. Clearly indicates the conditions under which counseling is provided with respect to privileged communication.

11. Assists in the student's adjustment to senior high school, evaluates his academic progress, and reviews graduation requirements.

12. Makes referral to appropriate resources whenever his professional or role limitations limit his assistance.

13. Assists the student in understanding his strengths, weaknesses, interests, values, potentialities, and limitations.

The Counselor's Responsibility To The Parent Or Guardian

A. The counselor holds conferences with parents or guardians about the student's growth and development. Through individual or group conferences, the secondary school counselor:

1. Provides the parent/guardian with accurate information about school policies and procedures, course offerings, educational and career opportunities, course or program requirements, and resources that will contribute to the continuing development of the counselee.

2. Makes discreet and professional use of information shared during conferences.

3. Shares with the parent/guardian information and interprets pertinent data about the counselee's academic record and progress.

4. Assists the parent/guardian in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, person-social development, and total school progress.

5. Interprets the guidance program of the school to the parent/guardian and familiarizes him with the guidance services available.

6. Involves himself and the schools' guidance staff with parent/guardian groups.

7. Involves the parent/guardian in the guidance activities within the school.

The Counselor's Responsibility To The Staff

A. In a democratic society, the school's basic purpose is the education and development of all students toward individual fulfillment. To contribute toward this important responsibility, the secondary school counselor:

1. Works with all members of the school staff by providing appropriate information, materials, and consultative assistance in supporting teacher efforts to understand better the individuality of each pupil.

2. Contributes to curriculum development and cooperates with administrators and teachers in the refinement of methods for individualized learning.

3. Contributes to the development of a flexible curriculum to provide a meaningful education for each student.

4. Acts as the coordinator in the school's program of student appraisal by accumulating meaningful information and interpreting this to students, parents, and the professional staff.

5. Utilizes modern technology, techniques, and para-professional personnel to disseminate educational and career information.

6. Assists in research related to pupil needs by conducting studies related to the improvement of educational programs and services.

7. Assists students in planning programs of educational and vocational training consistent with their goals.

8. Coordinates the use of services available beyond those he can provide by making appropriate referrals and by maintaining a cooperative working relationship with community specialists.

9. Serves the school's program of public relations by participating in community groups and by furnishing information regarding the guidance programs to the communications media.

10. Acts as a consultant to administrators, to teachers, and to significant others, sharing data, identifying students with special needs, suggesting materials and procedures for a variety of group guidance experiences, and participating in in-service training programs.

11. Implements student articulation between the junior high school and high school and post high school experiences.

12. Accepts professional obligations related to school policies and programs.

13. Participates in the planning, development, and evaluation of the guidance program.

The Counselor's Responsibility Regarding The Community

The secondary school counselor has a professional responsibility to have accurate information about current programs in operation in the community.

The Counselor's Responsibility To His Profession

A. The school counselor's professional identity must be derived from his unique training and service. To assure his continued professional growth and contribution to his profession, the secondary school counselor:

1. Has an understanding of his own personal characteristics and their effects on counseling relationships and personal-social encounters.

2. Is aware of his level of professional competency and presents it accurately to others.

School Counselor and Administrator Relationship

Educational excellence requires teamwork. The unique contribution of the school counselor to the educational team is not always understood. Even though there is general agreement about the need for counselors, there is confusion about how best to make use of their potential.

The work of the counselor should contribute directly to the specific purposes of the school by helping students to achieve greater learning efficiency so that they can benefit more fully from the offerings of the school.

A. Developmental counseling. The counselor should help each student achieve as smooth a transition as possible through the normal sequence of developmental stages from childhood to adulthood. Only if the student successfully moves into the more mature stages of development will he increasingly be able to assume responsibility for his own learning. Until then he cannot take full advantage of the educational opportunities offered by the school.

B. Decision-making and planning. The counselor should help each student with both short-term and long-term decision-making and planning, thereby promoting the more efficient learning that results from goal-directed behavior. The counselor should help each student understand the significance of the learning activities in which he takes part by helping him recognize their relevance to valued goals.

C. Crisis counseling. The counselor should help each student to be reasonably free from, or at least able to control, distracting needs and problems so that in the classroom the student is able to give attention to the learning activity in which he is involved. It is not implied here that the counselor should practice therapy but rather that he should stand by, ready to provide a sort of "psychological first aid."

The work of the counselor should contribute directly to the broad purposes of education in a democratic society---purposes such as personal growth of students, desirable human relationships, economic efficiency, and civic responsibility.

The superintendent and the board have a right to expect the counselor to be the protective guardian of individuality and of the individual. This is essential in an institution which must, by its very nature, too often value conformity, risk the dampening of creativity, and place concern for the mass above that for the individual.

A. Direct: Individual or group counseling. The counselor should provide each student who so desires an opportunity for self-exploration and self-discovery of his own innermost feelings and personal values in a non-threatening relationship with a mature adult.

B. Indirect: Through significant adults. The counselor should work directly with teachers and other significant adults to help them to understand and foster the unique individuality of each student.

C. Indirect: Through the climate of the school. The counselor should participate in curriculum construction and other school policy-making activities with special responsibility for insuring that the guidance point of view permeates the total activities of the school.

The superintendent and the board have a right to expect the work of the counselor to be founded on sound rationale. This is one of the distinguishing characteristics of the work of the professional.

A. The work of the counselor should be demonstrably related to the counselor's stated purposes; the counselor should have a logically defensible reason for doing what he does the way he does it.

B. The superintendent and the board have a right to expect the counselor to have a commitment to school counseling as a profession. This presumes not only continued employment but a lifelong desire to go on learning.

C. The counselor should assume responsibility for continued personal and professional development through participation in professional organizations and through formal and informal study throughout his entire career.

The superintendent and the board should make a commitment to view counseling as a professional career position.

A. This means viewing school counseling not as a temporary or occasional assignment but as a career commitment which requires a professional expertise that cannot be acquired without extensive and intensive training.

B. This means providing for leadership and supervision and placing this responsibility with professionally qualified personnel.

C. This means utilizing the counseling position for functions integral to guidance services and not permitting it to be eroded by assignment of unrelated duties.

The superintendent and the board should make a commitment to view counseling as a staff, not a line, position.

A. This means considering the counselor as one who provides service to all---to pupils, to teachers, to administrators---but who is not within the chain of command.

B. This means guaranteeing the counselor as much backing as possible under the law for his right to privileged communication in all matters involving confidentiality of information received from students or adults.

The superintendent and the board should make a commitment to provide the counselor with sufficient time and facilities for the effective performance of his duties.

A. This means employing a sufficient number of counselors to make possible a reasonable case load.

B. This means providing adequate clerical help, sufficient supplies and equipment, and appropriate office space that provides for privacy during interview sessions.

The superintendent and the board should make a commitment to hire only well-qualified, fully-trained professionals---and then to give them freedom and responsibility commensurate with their level of specialized preparation.

FINANCIAL AIDS

(Reprint from a Bureau of Indian Affairs Publication,
Student Financial Aid Handbook)

Eligibility Requirements

Grants are available for students who are at least one-fourth degree blood quantum of American Indian, Eskimo, or Aleut; who are of tribes served by the Bureau of Educational Purposes; who are enrolled or accepted for enrollment in an accredited college or university; and who have a definite financial need.

Selection of a University or College

The institution that a student elects to attend must be accredited by a nationally recognized accrediting agency or by a State Department of Education, or by a State University, or an institution whose credits are accepted on transfer by not fewer than three institutions which are accredited by a national accrediting agency or association on the same basis as if transferred from an accredited institution (three-institutional certification). Junior or community colleges may qualify if they meet these criteria.

Use of Grants

Funds are appropriated by Congress to aid Indian students who are in financial need after other sources of funds are applied. Bureau grants serve as a source of aid for Native American students desiring higher education but are unable to finance the same. Native American students are expected to take advantage of the institution-sponsored financial aid "package" that the institution initiates to meet the cost of attending a particular school. Students applying late for

financial aid may be faced with less than satisfactory financial aid packages. BIA grants may be used for tuition, subsistence, required fees, textbooks and miscellaneous expenses related to attendance at college.

Higher education fellowhip grants are considered to be planned as supplemental in nature. That is, each applicant will strive to gain support from other public sources and search all avenues of financial assistance in combination with the Bureau of Indian Affairs' financial help.

Application Procedures

Application forms are available from any Bureau office. The Agency or the Area Office having service responsibility for the applicant's tribal group is responsible for the review and processing of higher education requests. A student interested in a Bureau higher education grant should complete an appropriate application form and send it to the proper Area or Agency Office having record of his tribal enrollment. This procedure may be completed prior to making application for college acceptance, although a student must be accepted by or be enrolled at an accredited institution before a grant award is made.

A student should apply for college admission and financial aid well in advance of the college enrollment date. The student should request that a copy of the financial needs evaluation be forwarded to the representative at the Bureau's Area or Agency Office serving his or her tribe. The Bureau's higher education representative usually bases the amount of the Bureau's grant award on the institution's evaluation particularly on the unmet financial need and as a

replacement for loan portions of the package. Once the Bureau's amount of grant award has been determined, a letter of notification will be sent to the student.

Only completed applications will be able to be processed. A completed application, as far as responsibility is concerned consists of:

1. The grant aid application itself being fully completed
2. Financial need statement, as determined by the college financial aid office must be on file in Area office
3. An updated college transcript or copies of your latest academic year college grades
4. All freshmen and transfer students MUST provide a letter of acceptance from the college
5. A delay in submitting necessary grant application requirements could result in no funding

Student's Responsibilites

Academic Progress Evaluations. This evaluation of academic progress will be used to determine continuation of funding under the BIA grant program. The following guide will be used in this evaluation:

1. If a full-time student and a:

   a. Freshman - must maintain a minimum of 1.5 GPA (grade point average) and earn a suggested 16 credit hours per semester/quarter; no less than 12 credit hours as a minimum.

   b. Sophomore - must maintain a minimum of 2.0 GPA (grade point average) and earn a suggested 16 credit hours per semester/quarter; no less than 12 credit hours as a minimum

   c. Junior-Senior - must maintain a minimum of 2.0 GPA (grade point average) and earn a suggested 16 credit hours per semester/quarter; no less than 12 credit hours as a minimum.

2. Part-time students will be expected to maintain the same GPA as their above grade level indicates.

3. It is the students responsibility to send grades to the BIA for review. Failure to do so may result in a delay in funding or no funding. Because of restrictions by the Privacy Act of 1974, agencies are unable to request this information.

4. Freshman and transfer students MUST also provide the BIA Office with evidence of acceptance by the college before the application is considered.

5. If student changes college choice after submitting the college copy to your original college choice, it will be the students responsibility to get the necessary financial aid information from their new college choice to the BIA Office. The changing of college choice could cause delays in processing your application.

The Award

Each recipient MUST endorse their check so that the institution can deduct the term's direct college costs that must be paid out of this award.

The next term(s) total amount must be held in reserve at the institution for use at that time. In no case will more than the current term's total BIA amount be made available to the student. This applies to students who receive one check for a full academic year funding.

Student Living On Campus. After the term's tuition, fees, books, campus room and board is deducted, the term's balance should be available to the student on a prearranged withdrawal time period (weekly, biweekly, or whatever is convenient to the bookkeeping system of the institution).

Student Living Off Campus. After the term's tuition, fees, and books are deducted, the term's balance should also be withdrawn the same as the above student. Students living off campus are expected to budget their room and board funds in a manner that will insure that they have adequate funds to carry them through the term.

Misuse of Funds. Misuse of funds is a serious offense. Criminal action through the Department of Justice can be taken against the

individual. Misuse of funds will also jeopardize any future funding from the BIA should the student decide to continue his education.

The Role of the College Financial Aid Office and Business Office

If a student fails to register for the term awarded, the BIA must be notified so that they can request the return of unused funds.

If the student drops out of college, a refund of the total balance in his BIA account must be returned.

The BIA strongly recommends that the balance of the student's funds be made available on a prearranged withdrawal time period (weekly, bi-weekly, or whatever is convenient the the bookkeeping system of the institution).

Requests for supplemental funds must go through the Financial Aid Office. This request must meet with their approval before the BIA will commit funds.

Guidelines for Academic Probations and Suspensions

Academic Probation. Initially, a new student will be considered for one academic year of funding before his academic progress will be reviewed. After the end of the first year and subsequent terms, students, who fail to meet the minimum academic standards, will be given a warning and put on funding probation for one quarter or semester with the notification to the student of the specific academic requirements that he must earn or his continued funding will be jeopardized.

A continuing student who is denied funding because of a failure to meet the minimum academic standards of the higher education program will not be considered for future funding until the student, through

other funding sources, earns a minimum of 12 college credits or equivalent with a C, 2.0, average from the college in which he is enrolled. After a student's funding has been suspended and he reinstates his funding consideration by earning the minimum of 12 credits with a C, 2.0, average, he will continue to be eligible for funding as long as he maintains the academic requirements stipulated by the program. (Providing BIA funds are available.)

The student is responsible to inform the BIA Education Specialist of any reasons that cause him to fail to maintain the required levels of academic progress.

Suspension. The BIA Education Specialist, that is responsible for the administration of an agencies higher education program, will make the final decisions concerning review of student's progress, placement of students on funding. Where the program is administered by contract, this responsibility will be that of the program administrator under the authority of the contract.

Higher Education Program Service Units

The following agencies administer the Higher Education Program for students from their agency. Therefore, all financial aid information and correspondence should be directed to that agency. The agency address, tribal group served, and individual working with the program are as follows:

1. Pine Ridge Agency---Oglala Sioux
   Pine Ridge, SD 57770
   Attention: Don Standing Elk
   605-867-5121

2. Cheyenne River Agency---Cheyenne River Sioux
   Eagle Butte, SD 57625
   Attention: Everett Hunt
   605-964-2311

3. Standing Rock Agency---Standing Rock Sioux
   Fort Yates, ND 58538
   Attention: Robert Gipp
   701-854-2422

4. Turtle Mountain Agency---Chippewa
   Belcourt, ND 58316
   Attention: Ken Davis
   701-477-3136

5. Fort Berthold Agency---Mandan, Hidatsa, Arikara
   (Three Affiliated Tribes)
   New Town, ND 58763
   Attention: Joe Gregory
   701-627-4706

6. Omaha Tribal Agency---Omaha Tribe
   Macy, NE 68760
   Attention: Alfred Gilpin, Education Director
   402-846-5406

7. Winnebago Agency---Winnebago Tribe
   Winnebago, NE 68071
   Attention: Virgil Free
   402-878-2272

8. Winnebago Agency---Santee Tribe
   Winnebago, NE 68071
   Attention: Diane LaPointe
   402-878-2272

The following agencies are administered through the Aberdeen Area Office:

1. Flandreau Agency---Flandreau Santee Sioux
   Flandreau, SD 57028

2. Fort Totten Agency---Devils Lake Sioux
   Fort Totten, ND 58335

3. Rosebud Agency---Rosebud Sioux
   Rosebud, SD 57570

4. Yankton Agency---Yankton Sioux
   Wagner, SD 57380

5. Sisseton Agency---Sisseton-Wahpeton Sioux
   Sisseton, SD 57262

6. Crow Creek Agency---Crow Creek Sioux
   Fort Thompson, SD 57339

7. Lower Brule Agency---Lower Brule Sioux
   Lower Brule, SD 57548

Student Health

The Aberdeen Area Student Health Program is a program administered by the Contract Health Services Branch of the Indian Health Area Office in Aberdeen, South Dakota. The purpose of this program is to provide necessary medical services and emergency dental services to eligible college students and their dependents. All eligible students and their dependents who are from reservations located in Nebraska, Iowa, or the Dakotas, may have payment for their care authorized, regardless of where they are attending college. Students who are from Minnesota, Wisconsin, or Michigan, will have to contact the Indian Health Service in Bemidji, Minnesota regarding their policies and procedures. Likewise, those students from another area such as Oklahoma or Montana must contact their home service units.

Eligibility.

1. An individual must be a full-time student at an institution of higher learning (above the high school level).
2. An individual must have resided within the areas encompassed by the Indian Health Service deliver systems prior to leaving for college. You must have resided there within the last six months before you started college.
3. Dependents of persons meeting the two above criteria are also eligible.

Types of Service. Most types of medical services can be obtained under this program for full-time college students and their dependents. These services include hospitalization, out-patient services at a physicians office, x-rays, lab tests, necessary drugs prescribed by a physician, emergency dental services and eyeglasses. The program does not provide eyeglasses (an extra pair) for students who currently have glasses unless there is a medical reason for doing so. If glasses are

lost, the student will have to replace them. If glasses are broken, the student should take them to a local optometrist -- after authorization for payment for the cost of the repair has been given. The program will NOT authorize payment for contact lenses or for tinted lenses (photo-gray or photo-tint). In addition when a student does need glasses, a moderately priced frame is to be selected. There is no authorization for non-prescription drugs or for chiropractic care, unless referred by a medical doctor.

Pre-College. Students are expected to obtain all possible routine medical care such as physical exams, prescription refills, routine dental work, etc., at the home service unit before going to college.

College. Upon arrival at college the student should find out who the Native American counselor is. If students have specific questions about the Student Health Program, this person will be able to assist. Students should always carry the available campus insurance since the program is intended to supplement all other resources and programs. Also, in the event that there is a serious fund shortage, students will have some type of coverage on which to rely. When funds become scarce, it may become necessary to exclude all but emergency services.

Utilize campus health facilities whenever possible. Likewise, you are expected to utilize Indian Health Service facilities at your home service unit when home during semester breaks. Services obtained at a contract vendor when students could have utilized Public Health Service facilities a few miles away will not be paid.

How to Find Out if You are Eligible. It is the student's responsibility to contact area offices regarding eligibility and services needed. You should write or call our office and give us the following information:

1. FULL NAME. (Name registered under at home service unit and maiden name if married since leaving home reservation.)
2. Date of birth.
3. Place of residence during the six months prior to leaving for college.

Persons to Contact when the Need for Medical Care Arises. It is the student's responsibility to contact area offices regarding the need for medical care. The student MUST CONTACT AREA OFFICE BEFORE OBTAINING SERVICE. This is necessary so that necessary funds to cover the cost of your care can be set aside. In the case of an emergency during the weekend when the office is closed contact the office as soon as possible within 72 hours after the emergency occurred.

Contact the Office for General Medical Care:

Mrs. Peggy Sexton
Indian Health Area Office
Contract Health Services Branch
Federal Building
Aberdeen, SD 57401
Telephone: (605) 225-0250, Ext. 327 or 328

Contact the Office for all Dental Matters:

Mrs. June Schliebe
Dental Branch
Indian Health Area Office
Federal Building
Aberdeen, SD 57401
Telephone: (605) 225-0250, Ext. 457

NOTE: The two offices above cannot accept any "Collect" calls. Students attending college in Rapid City, South Dakota, are expected to utilize the Public Health Service facility (Sioux San) located in that city for their medical care. The Public Health Service will not authorize payment for medical care at a private physician's office when that same care could have been obtained at a Public Health Service facility.

COUNSELING THE INDIAN COLLEGE STUDENT

Introduction. The American Indian student has been studied extensively in terms of statistical data revealing high drop-out rates on all levels of the education process. While the statistics abound to verify the 'plight' of the American Indian student, little, if any, solutions or successful projects or programs have been reported. This does not mean that many agencies and educational institutions are not making considerable effort to change the negative data, rectify injustices and remove barriers that have plagued the Indian student. Where these opportunities are presented the Indian student needs to take advantage of the opportunity.

The American system, the European culture, is based upon and oriented to formalized education. Education is considered to be the means of stepping into social and economic advancement. It appears that one answer to begin dealing effectively and obtaining equal opportunity in America is to seek a formal education.

In the pursuit of education there are many pitfalls. There are hidden pressures and 'unclear' procedures and policies. The foreign pressures, procedures and policies, can frustrate many Indian students. There may be periods of time when the student feels engulfed or swallowed-up by the system. Others may feel that even with heartbreaking effort, they still seem to be at the bottom of the 'white man's world'.

Recent opportunities have emerged in the once 'closed' higher education institutions. Many of these institutions have opened their doors, liberalized and made or provided provisions for extra effort to recruit and retain Indian students through graduation. Financial aid, which was scarce or unknown to Indian students has been brought to the attention of

Page 79 blank

Indian people through these efforts, and efforts of Indian programs and personnel that emerged upon higher education campuses during this period. Unfortunately, for many Indian students what was an open door has become a revolving door. That is, it appears as if a student enters the revolving door, and rather than stay they revolve right back out.

Attending college presents challenges to any new freshman students. If the new freshman student happens to be Indian, college can present some unique challenges not common to non-Indian students. It is because of these special challenges, which Indian students face, that most colleges and universities in South Dakota have an assigned Indian student counselor. This leads to the question of what is the role of the Indian student counselor?

The role of the Indian student counselor is to assist the Indian student in having the most successful college experience possible. The methods through which the counselor attempts to achieve this goal are as varied as there are individual Indian student counselors. Each counselor will have his/her own style in counseling with Indian students and is apt to use a slightly different approach than his/her colleagues at other institutions of higher education. Even so, there are specific areas which college Indian student counselors might find helpful to be aware of, which will now be addressed. The counselor must decide how to personalize the delivery of information and must also decide how much of the information can be made applicable to his/her students and school setting.

There are a number of topics that are of concern to the counselor. Some of these topics are:

Application for admission
Budgeting
Bureau of Indian Affairs funding
Career planning

Class attendance
Counselor accessibility
Course selection
Financial Aid
Grade point average
Housing
Human sexuality
Indian clubs
Interest tests
Legal Aid
Major and minor fields of study
Orientation
Placement services
Public Health Service
Racial discrimination
Recruiting
Self identity
Social gatherings
Transferring colleges
Tribal council
Tutoring

Admissions. Admission policies may vary from one institution to another. Some institutions may have different written (most likely unwritten) policies on admission of American Indian students. This practice began during the anti-poverty war years to compensate for under represention of minority students on college campuses. Currently the practice has become unpopular and in some states the differentiated admission has brought about court cases. Non-Indians have indicated that the differentiated admission policy has discriminated against them.

At any rate, admission procedures policies may allow some Indian students to enter college under less constraints such as omitting admission committe reviews, disregarding of test results, disregarding of high school grade point average, or other modifications. In some cases the the admission officer consults with the minority counselor or advisor (if one exists on campus) to pass judgement on acceptability of a student.

Many Indian students seek admission with good grade point averages on their transcript that are not true indicators of the level of educa-

tional development. Some seek admission that have been out of high school for many years or have completed the General Education Developmental Equivalency Test. In these situations the admissions person relies upon the advice of a minority staff person on the campus.

Some institutions by law allow certain percentages of the freshman class to enter without meeting the normal admission requirements. The percentage is usually very small (i.e., 1 to 3 percent).

The Application to College. The complete application to a college will include completed Bureau of Indian Affairs grant application (for Indian students of one quarter (1/4) or more degree of Indian blood and be enrolled with a tribal group), transcript of credits from an accredited high school or a copy of a G.E.D. certificate indicating G.E.D. scores, letters of recommendation, Family Financial Statement (dependent children) or Student Financial Statement (independent children), Basic Educational Opportunity Grant Award letter, and record of any other grants or scholarships applied for or received. The other grants of scholarships frequently utilized by Indian students are the South Dakota Indian scholarship, United Scholarship Service, the State Incentive Grant, and occasionally specific or special scholarships or grants from agencies. In addition, the (ACT) American College Test results or some test results comparable are required.

The institutions vary, therefore, the reader should not consider this information to be exact or precise for each institution.

A prospective college student should be cautioned that the provisions for differential admissions may be more detrimental than beneficial. One needs to question the motive of the institution. Are they playing a numbers game? ("We have x number of minority students", just attempting to

look good on some affirmative action plan report, and/or the satisfaction with quantity rather than quality.) The student should ask: 1) what provisions are made to assist me beyond the normal program (programs, tutors, financial aid, Indian student counselor, Indian studies courses, etc.)? 2) how many Indian students have graduated? 3) ask former students that attended the college about the unstated aspects of the college and community.

The institution that provides attainable requirements or special provisions for admission of Indian students may not have any personnel or resources to provide assistance for Indian students.

Getting accepted into college under some of the special provisions may mean there has been a disregard or overlooking of the academic preparation more likely the lack of preparation of the student Colleges that recruit and admit Indian students don't all necessarily provide courses, programs, or personnel to guard against the failure of the student. The institution may not have provisions for those individuals who are not sufficiently prepared academically to perform at the college level. Under these types of situations the college experience can turn out to b y negative. The renewed hope for some students turns out to be another failure with the educational system. Some Indian students are said to have a low self-image and self-concept. The negative experience could mean further dissovlement and acceptance of a failure identity.

In order to make early contact with incoming Indian students, it is necessary for the college counselor to have a good working relationship with the admissions office at his/her institution. With information from the admissions office, the counselor can identify incoming Indian students early and can make contact via a letter or telephone call. At

this time the counselor can make himself/herself known to the student. This is a good time to offer the student assistance in many areas.

Some suggestions offered are:

1. Establish admission committee to review applications of Indian students the committee should consider.

2. Students graduating from high school--What is the academic strength of the sending high school? How does A-B point average for sending school compare with other high schools?

3. The age of the student--Some older people returning to school may need effective assistance for making adjustments, G.E.D. students also need to be reviewed carefully for an academic proficiency. Some students may benefit from developmental courses and/or reduce credit hour load.

4. Indian students who are admitted, without properly completed financial aid forms with prospects of obtaining funds, may be the very reason for early drop out. In any case, it appears to be a disservice to permit this type of situation to occur.

5. Personal interviews should be a high priority. Hopefully, for some prospective Indian students there would be Indian staff interviewers. It should be noted that there will be virtually no interviews unless the college staff is willing to visit prospective students at their respective high schools or communities.

6. Finally, the urgent questions should be asked: Can we serve this particular Indian student? Do we have the resources--financial and personnel? This question has to be honestly answered. Where there is no clear answer, the student should be appraised of the probabilities of success and alternative avenues to postsecondary education.

The work of the selection committee should not be the final effort for these students. Staff should be provided to monitor the students:

1. Students may be provided prescribed plans of action and assisted to pursue the plan.

2. "Progress" in college may warrant recommendations for the student to be retained even though he may fall short of the Grade Point Average criteria. Note: (some students try very hard and are serious, but their inadequate high school preparation handicaps them for a couple of years into college.)

3. Allow the probation dismissal of the game players who are not so serious and are unwilling to work.

4. The monitor should be able to recommend and obtain continued funding and enrollment for the serious student. The monitor should not do likewise for the opposite type of student.

Financial Aid. Some students, Indian or non-Indian, could be found playing a game of "easy money". Certain safeguards are needed against outright abuse of the financial aid program. The individual student may be attending college for the money (financial aid). Where else can one get room and board free for five months while playing the role of the college student. The role player never attempts to do any of the work associated with college. This type of individual Indian student causes problems: 1) They reinforce the negative image that the non-Indian society has of the American Indian, 2) it is a waste and denial of another, perhaps more sincere, student.

Some colleges, often deducting cost, release the balance of the financial aid money to the student. Such policy appears to be warranted on an individual by individual basis. Factors such as independent or dependent student, married and/or with family, age of student, and maturity and experience in handling personal financies should be considered. It is obvious that no institution should perpetuate the paternalism experienced by Indian people in recent history, but there appears to be a need in some cases to provide vivid, reality oriented financial counseling. Advising should result in budgeted dispersal of funds for some students either by choice or requirement. If the student will be receiving financial aid to attend college, he/she will have a specific amount of money available per semester. For the student who has never had the opportunity to be responsible for his/her own finances, this can be a troublesome area. The tendency, sometimes, is that the student will over spend during the beginning of a semester and will be short of funds at the end

of the semester. The counselor should make every attempt to visit with the student, with the goal of planning a budget that the student can live with. Students should be aware of the minimal and often inadequate, financial aid and the consequences of careless spending. The consequence may be the denial of further funding over a probationary period much like academic probation.

The biggest problem in financial aids is getting students to fill out application forms accurately and completely. It takes about 4 to 6 weeks to get the forms processed to find out if a student will be receiving aid, and if forms are not filled out properly it can take up to another month of extra time.

The first thing a student must do to receive financial aid is to show a real need.

Bureau of Indian Affairs Funding. Because this is a major source of funding for Indian students, it merits a special concern itself. To be eligible, a student must be at least one quarter (1/4) Indian blood, and must show a financial need as determined by the financial aids office of the particular institution of higher education involved. The student should be encouraged to get to know his/her Bureau of Indian Affairs Education Officer, as this person is directly responsible for financial aid from this source. If the counselor is aware of specific financial needs of an individual student which aren't reflected in the financial aid officer's assessment of a student's need, the counselor should relay this information to the student's BIA Education Specialist. The BIA presently requires that a student carry a minimum of 12 academic hours or credits successfully per semester. The student should be made aware of this fact. If for any reason the student should fall below this number

of hours, the counselor should inform the student's BIA Education Specialist immediately and justify the need for falling below 12 credits.

The Bureau of Indian Affairs can replace the college award of work study, and perhaps the National Direct Student Loan. The student will get an award letter from the Bureau of Indian Affairs about the funds they will receive. Then the college financial aid office gets a copy of this letter from the Bureau, readjustment is made where the BIA replaces w/s and the National Direct Student in the student's file.

The reason students do not understand financial aids is because it is puzzling. It takes time to become familiar with the financial aids program. Every time the Federal Register comes out, it changes the scope of the program.

It is also very important that the counselor/advisor and student get to know their financial aids officer.

Housing. Students should be informed prior to arriving on campus about housing accommodations at your institution. Students should be informed about whether or not they are required to live on campus and they should be informed about the various on-campus residence halls they can select to live in. If the student will be living off campus, he/she should be encouraged to secure housing early as most college towns have limited off-campus housing available.

The students come onto campus the first day of school hoping to move into housing, but there is no housing available. Students have to arrange for housing ahead of time. They should come to the college town and arrange for housing long before school starts.

Counselors are spending time the first day of school getting these students a place to live instead of helping them with their school schedule.

Career Planning. The counselor can be of great assistance to the student in exploring career choices. If the counselor keeps informed of the job market and periodically shares this information with his/her students, the students can better decide how they might some day fit into the job market. The counselor can play the advocate's role by discussing with the students their personal and long range goals. The counselor must maintain an open and supportive attitude while listening to the student's career exploration and decisions.

Class Attendance. The students need to be made aware of their responsibility in attending classes. Poor class attendance is often reflected in poor grades students receive. The students are the first to know whether or not their grades are a reflection of their class attendance, so the counselor need not moralize with the student about class attendance. It would be neglectful on the counselor's part, however, to avoid raising the issue at all.

Counselor Accessibility. The counselor should strive to be available to the students as much as possible. When student needs arise, they are often of such a nature that they require immediate attention. The key word for the counselor is: accessibility - be available as much as possible.

Course Selection. Often new Indian students have academic advisors, who are overloaded with course preparations and other advising. As a result advisors are not always aware of the need for a new Indian student to have a successful first semester and consequently new Indian students can be overloaded with courses for which they have no prior academic preparation. The counselor can do much to avert this situation by being aware of what courses new students are selecting. Based on a student's high school transcript, or ACT scores, or conversations with the student

the counselor may recommend a lighter course load. Time for intervention is before the semester begins. A successful first semester is important for every student as it can help encourage a student to continue succeeding.

Grade Point Average. The counselor needs to keep abreast of what the institution's academic standards of achievement are for each class standing. Academic requirements vary from institution to institution. In addition, the counselor needs to be aware of the Bureau of Indian Affairs' academic standards for continuation of individual student funding.

Human Sexuality. Many campuses have human sexuality information available to students. The counselor should make the students aware of any services available to them in this area. It is important that the counselor develop a trusting relationship with students so that the student feels that the counselor can assist in this personal area.

Indian Clubs. Most college campuses have organized Indian clubs. The Indian student counselor often acts as the advisor to the club. The counselor's role should remain one of advisor. To be successful, ideas should be generated from the student club membership and not the counselor. In any event, it is important to remember that people support what they help create. Strive for student involvement and keep advisor's role supportive.

Interest Tests. Most institutions of higher education have interest tests available for students at minimal fees. If students are questioning their interests, the counselor should make the students aware of interest tests and assure availability.

Legal Aid. Students sometimes find themselves needing legal aid. The counselor should be aware of legal services that are available to the student on and off campus. The counselor should share this information with the students.

Major and Minor Fields of Study. Students need to be aware of academic majors and minors. These terms and their meanings are often unfamiliar to new students. The counselor can assist the student by explaining the meaning of these terms and help the student explore the college catalog to determine what majors and minors are available. The students need to know the kinds of jobs various majors and minors indicate.

Orientation. Students can attend summer orientation or fall orientation, depending upon an institution, orientation is an excellent time to share basic information. If the new student has not met the Indian student counselor before now, orientation provides a vehicle through which students can meet one another and meet the Indian student counselor. If possible, this is a good time to introduce the new students to some of the returning students. Returning students can offer new students information from the student's viewpoint. If at all possible, Indian student ambassadors should be incorporated into an institution's orientation program.

Placement Services. The counselor should be familiar with the job placement office on campus. The counselor should share any pertinent information about the placement service with the students. The placement service can offer assistance, not only when a student is nearing graduation, but also help a student in locating summer employment possibilities.

Public Health Service (PHS). Students need to be informed that they are eligible for PHS, if they have lived on the reservation prior to attending college. To determine a student's eligibility for PHS, contact should be made with the student's home Public Health Service. PHS covers only emergency care for the student and routine physicals are not covered.

Also, dental care of a routine nature is generally handled by the student's home dental service. The counselor should contact Aberdeen Public Health Service to determine a student's eligibility prior to receiving medical services. The counselor's services are of utmost importance in this area as the students are often unaware of the procedure for obtaining medical services and payment procedures for medical services away from home.

Racial Discrimination. Many Indian students have never experienced being part of a racial minority in a community prior to attending college. For many students this may be a cultural shock. The counselor can serve an important function here by reminding the student that he/she is a worthy human being. The counselor needs to serve as a sounding board for the student's frustration with being discriminated against. The student needs to be made to feel that it is other peoples' inadequacies and not their own, which have placed them in the position of racial discrimination.

Recruiting. It is helpful if the student has an opportunity to meet the college Indian counselor during College Days or on a recruitment trip. The counselor should make every attempt to describe what conditions are like at the institution. The prospective student should be made aware of the Indian / non-Indian student ratio. The student should also be encouraged to make an on-campus visit prior to making a decision to attend any institution of higher education. An on-campus visit will aid the students in understanding what they can expect from their new physical surroundings prior to committing themselves to attending any institution of higher education.

Self-Identity. Indian students away from home for the first time often go through a period of searching for self-identity. The college experience is a time when students need to decide what is Indian and what isn't. Some students will find themselves identifying only with other

Indian students, while others find themselves identifying with non-Indian students. The role of the counselor is to be accepting of where the student is at any particular moment and to be supportive of the student's demonstrated needs and attempts to develop self-identity--whatever that may be.

Social Gatherings. At the beginning of each school year, it is sometimes helpful, such as a picnic for example. This provides the returning students a chance to renew acquaintances and it provides new students with the opportunity to meet one another and returning students. Indian students can provide one another with a support group of friends while away from home, which can be beneficial for all involved.

Transferring. Some students have the attitude that if they don't succeed at one instiiution that it is the institution's fault and that by transferring to another institution they will be successful. While this assessment may be correct in some cases, it can also be incorrect in others. The counselor needs to visit with the student and together determine the reasons for transferring. If transferring is truly what the student desires, the counselor can assist the student in getting the transferring process started. The counselor might wish to share information with the student to the effect that the student will carry a positive attitude with them wherever they go. If the counselor is aware that another institution offers academic areas of interest to the student, which are not available at the student's present institution, this information can be shared with the student--possibly resulting in a transfer.

Tribal Council. Students should be encouraged to contact their tribal council whenever they feel a need to. Many students are anxious to share their experiences with people back home and the tribal council

is accessible to students.

Tutoring. Many students feel a need for special assistance in specific courses they are taking. Some institutions have tutoring services available at minimal fees, or they have special programs whereby Indian students can receive free tutoring services. The counselor should inform the students of such services.

Financial Aid. Indian students should be made aware of the procedure for financial aid application at the college. The student should be informed about submitting the following:

1. ACT Family Financial Statement application
2. Basic Educational Opportunity Grant
3. State Incentive Grant
4. Bureau of Indian Affairs Education Grant
5. State Indian Scholarship
6. Financial Aid Application for your institu ion
7. Also, any scholarship at the institution for which the student might be eligible

Steps in obtaining admissions and financial aid for college-going Indian students are:

I. Secure, fill out, and return the following forms to:

Director of Admissions
College of Choice

A. Admission application - requires a fee

B. Physical Examination

C. A complete high school transcript or record of a G.E.D. If you are transferring from another college, also include an official college transcript from all previous schools.

D. An official report of the student's ACT scores

E. Housing forms. The housing forms require a refundable deposit. The deposit guarantees' a room will be reserved for you on campus.

II. Request applications from the Financial Aids Office;

A. Complete the Basic Educational Opportunity Grant form. All students must have the Student Eligibility Report in their file even if they do not qualify. No other aid will be awarded, including the BIA Higher Educational Grant, unless the Student Eligibility Report is in the Financial Aids Office. Send completed application to:

Basic Grants
P. O. Box A
Iowa City, Iowa 52240

B. Complete the ACT-Family Financial Statement. Read all instructions and be very specific when filling out the application. The ACT-FFS shows your qualification for the BIA Higher Education Grant and must be in your file before any other aid will be awarded. Be sure and enclose the $4.00 matriculation fee in a check or money order and send to:

The American College Testing Program
Financial Aid Operations
P. O. Box 1000
Iowa City, Iowa 52240

C. Complete the Institutional Data Sheet (IDS) and return it to the Financial Aids Office. If married or a single parent, complete the Married or Single Parent Supplement and return it to the Financial Aids Office. These applications are very important because they give the Financial Aids Office more detailed information about your aid application.

D. Complete the Bureau of Indian Affairs Higher Education Grant Application and send to the student's reservation agency. Enclose a copy of the admissions' acceptance letter.

If Home Agency Is:	Funding Agency Is:
Rosebud, Lower Brule, Yankton, Ft. Thompson, Sisseton, Flandreau	Mrs. Esther Stark Walen Bureau of Indian Affairs Aberdeen Area Office 115 Fourth Avenue SE Aberdeen, SD 57401

Pine Ridge	Mr. Donald Standing Elk Post-High School Education Bureau of Indian Affairs Pine Ridge, SD 57770
Standing Rock	Mr. Robert Gipp Bureau of Indian Affairs Standing Rock Agency Fort Yates, ND 58538
Cheyenne-Eagle Butte	Mr. Everett Hunt Education Specialist Cheyenne River Agency Eagle Butte, SD 57625

E. College bulletins list additional sources of financial aid. If students feel they qualify for any of these scholarships, grants, or loans, feel free to apply. Also apply for any Tribal Grants or scholarships which the student's tribe may offer. The South Dakota State Indian Scholarship is awarded limited in amounts, but it does help many college junior and senior students who apply. For the State Indian Scholarship application wirte to:

Mrs. Josie White Eagle
Director of Indian Education
Division of Elementary and Secondary Education
Pierre, SD 57501

F. The State Incentive Grant program is also a source. Most Indian students are eligible. Write to:

Educational and Cultural Affairs
State Office Building #3
Pierre, SD 57501

The key to applying for financial aid is filling out the forms completely, carefully, and well ahead of the deadline date set by the Financial Aids Office. If there are any questions or problems, see a high school counselor.

Public Health Service. When students call in for services (medical) they must be handled by the different offices. If it is for medical services, the Health Service Office must be contacted; the Area Dental Grant Office for dental services. But before they go ahead and get the services,

they should contact the office so that they can set aside funds to cover the services. They are providing services for about 600 people in the state of South Dakota, not including their dependents.

Public Health Services have made efforts to inform students about these student services before going to college. Information sheets are sent out with BIA fiancial awards. Information is also sent through the service units to people who are planning to attend college.

When college has started, the counselor should have a meeting for all the people that are a part of the program. Hand out any materials or information that they do not already have. At least then, they will be aware of things that are necessary to keep things running smoothly.

Procedures for a student to follow:

a) Clear their eligibility with the Aberdeen Area Office

b) Make appointment with the doctors, have the bills sent to the correct office here in Aberdeen (get the correct address).

Aberdeen Area Student Health Program. This program is administered by the Contract Health Services Branch of the Indian Health Area Office in Aberdeen, South Dakota. The purpose of this program is to provide necessary medical services and emergency dental services to eligible college students and their dependents. All eligible students and their dependents who are from reservations located in Nebraska, Iowa, or the Dakotas may have payment for their care authorized, regardless of where they are attending college. Students who are from Minnesota, Wisconsin, or Michigan will have to contact the Indian Health Service in Bemidji, Minnesota regarding their policies and procedures. Likewise, those students from another area such as Oklahoma or Montana must contact their home service units.

Eligibility.

1. An individual must be a full-time student at an institution or higher learning (above the high school level)center.

2. An individual must have resided within the areas encompassed by the Indian Health Services delivery systems prior to leaving for college. Must have resided there within the last six months before you start college.

3. Dependents of persons meeting the two above criteria are also eligible.

Types of Services Available

Most types of medical services can be obtained under this program for full time college students and their dependents. These services include hospitalization, outpatient visits at a physician's office, x-rays, lab tests, necessary drugs prescribed by a physician, emergency dental services and eyeglasses. We will not provide eyeglasses (an extra pair) for students who currently have glasses unless there is a medical reason for doing so. If glasses are lost, the student will have to replace them. If glasses are broken, the student should take them to a local optometrist and the Aberdeen Area Student Health Program will authorize payment for contact lenses or for tinted lenses (photo-gray or photo-tint). In addition when a student does need glasses, it is asked that a moderately priced frame be selected. There are no authorized payments for nonprescription drugs or for chiropractic care, unless referred by a medical doctor.

Leaving for College

Students are expected to obtain all possible routine medical care such as physical exams, prescription refills, routine dental work, etc. at the home service unit before going to college.

After Getting to College

Upon arrival at college, the student should find out who their Native American Counselor is and ask specific questions about the Student Health Program, the counselor will be able to assist you. Students should always carry the available campus insurance since this program is intended to supplement all other resources and programs. Also, in the event of a serious fund shortage, there will be some type of coverage on which to rely. When funds become scarce, it may become necessary to exclude all but emergency services.

Utilize campus health facilities whenever possible. Likewise, utilize Indian Health Service facilities at home when home during semester breaks. Aberdeen Area Student Health Program will not

authorize payment for services obtained at a contract vendor when the student could have utilized his/her Public Health Service facility a few miles away.

How to Find Out Eligibility

It is the student's responsibility to contact the Aberdeen Area Student Health Services office regarding eligibility and services needed. Students should write or call the office and give the following information:

1. FULL NAME (The name under which a person is registered at home service units and maiden name if married since leaving the home reservation.

2. Date of birth.

3. Place of residence during the six months prior to leaving for college.

Persons to Contact When the Need for Medical Care Arises

It is the student's responsibility to contact the Aberdeen Area Student Health Program office regarding the need for medical care. YOU MUST CONTACT THEM BEFORE YOU GET THE SERVICE. This is necessary so that the agency can set aside the necessary funds to cover the cost of care. In the case of an emergency during the weekend when the office is closed, contact the office as soon as possible within 72 hours after the emergency occurred.

Contact Office for General Medical Care:

Mrs. Peggy Sexton
Indian Health Area Office
Contract Health Service
Branch
Federal Building
Aberdeen, SD 57401

Telephone: (605) 225-0250
extension 327 or 328

Contact Office for All Dental Matters:

Mrs. June Schliebe
Dental Branch
Indian Health Area Office
Federal Building
Aberdeen, SD 57401

Telephone: (605) 225-0250
extension 457

NOTE: The two offices above cannot accept any "collect" calls.

Students attending college in Rapid City, South Dakota, are expected to utilize the Public Health Service facility (Sioux San) located in that city for their medical care. The Aberdeen Area Student Health Program will not authorize payment for medical care at a private physician's office when that same care could have been obtained at a Public Health Service facility.

Persons with questions about the program should call or write the office.

Student Concerns. A number of Native American students at a state university were surveyed. They were asked to rank thirty-eight statements regarding career, interpersonal relationships, self-awareness, and academic concerns. Sixteen females and nine males were surveyed. The purpose of the survey was to determine what the needs of the individual student were as well as for a comparison between the needs of the male and female students.

Results:

The most important items in the survey for females were:

1. To learn how to make decisions.
2. To know how to prepare for careers in which I am interested.
3. To know about financial aids for post-secondary education.
4. To build trusting relationships with others.
5. To set my goals in life.

The most important items in the survey for males were:

1. To know how to get along with members of the other sex.
2. To know how to apply and interview for jobs.
3. To understand, accept, and like myself better.
4. To develop confidence in myself.
5. To find courses relevant to my future.
6. To know how the courses I am taking relate to my career plans.

Least important items in the survey for females were:

1. To understand more about the use/abuse of drugs, including alcohol.
2. To better understand adults.
3. To be more accepting of my physical appearance.
4. To have better relationships with teachers.
5. To select more courses by myself.
6. To receive help in selecting courses.
7. To better understand teachers.

Least important items in the survey for males were:

1. To talk about personal concerns with a counselor.
2. To better understand adults.
3. To understand more about the use/abuse of drugs, including alcohol.
4. To learn to tell others how I feel.
5. To have better relationships with teachers.
6. To be more accepting of my physical appearance.

Both males and females demonstrated that career planning and preparation were among the most important needs for them at present.

Males expressed an interest in how to get along with members of the opposite sex; whereas, the females ranked this among their least important needs.

Females were concerned with learning how to make decisions, the males didn't rank this item as high as the females. Equally important to the females was to know about postsecondary financial aid for education; males weren't as concerned with this issue.

Both males and females ranked the desire for a better self-image, for more self-confidence, for development of goals in life, and wanting to build trusting relationships with others, highly. In addition, males showed a greater concern than females about how their courses relate to their future careers.

Both males and females felt a very low need to better understand adults.

Males felt a low need to talk about personal problems with a counselor.

Both males and females felt little need to know more about drugs, including alcohol.

Both males and females ranked personal appearance as not being very important.

Both males and females ranked the need for selecting courses for themselves low.

Neither males nor females were concerned about having better relationships with their teachers.

The counselor is encouraged to administer similar instruments to become more aware, keep abreast, of the specific areas of student concerns. There could be different survey results for American Indian students at different colleges.

CASSETTE/FILMSTRIP PROGRAMS

Company	Title
Guidance Association	"Personal Commitment: Where Do You Stand?" Six forthright youngsters challenge your students to discuss their feelings about commitment to oneself, family, friends, political groups, social issues; analyze the nature of positive, responsible commitment. Part I - 13 mirutes; Part II - 12 minutes 2 filmstrips; 2 12" LP's/6A-100 923/$48.50 2 filmstrips; 2 cassettes/6A-100 931/$48.50 Discussion guide/LC#70-738002 (Grades 9-12) C.1971
Guidance Association	"Reflections of Myself" Poetry and prose by high school students deal with defining, accepting, affirming, understanding oneself; discovering experience, adjusting to the limitations of social need and human capacity. Part I - 10 minutes; Part II - 10 minutes 2 filmstrips; 2 12" LP's/6A-100 089/$48.50 2 filmstrips; 2 cassettes/6A-1-- 097/$48.50 (Grades 9-12) C.1972
Social Student School Services	"Coping with Conflict" Two color sound filmstrips examine the variety of problems that make up the human condition. Analyzing the historical and contemporary experiences of others, the program is designed to help students learn to identify and cope with the conflicts in their own lives. Part 1 presents two examples: the Indian reaction to white conquest and the physical conflict on the streets of the inner-city as recounted by Richard Wright in Black Boy. Part II deals with the labor struggles of Mary "Mother" Jones in the late 19th century, the personal inner conflicts of Emily Dickenson, and the struggles of the human ego in Marjorie Rawlings "A Mother in Mannville". Excellent visuals vary from the realistic, action photos illustrating the Wright and Rawlings selections to dramatic line drawings which express the rage of labor during a strike. The teacher's guide contains complete scripts, sketches of the people and movements mentioned in the program, program objectives and overview, and discussion questions.

Page 103 blank

SUN115 R	2 color filmstrips; 2 LP records, teacher's guide	$50
SUN115 C	2 color filmstrips, 2 cassettes, teacher's guide	$50

Social Student School Services

"Effective Communication" (Cassette Only)

Written by Jeffrey Schrank, author of Teaching Human Beings, this classroom cassette unit on contemporary problems in communication actively involves the student. Completely self-contained, needing to be supplemented by only paper, pencil, and watch, this program allows students to become aware of group and individual shortcomings which hinder effective listening, interpretation of facts and attitudes, and communication. Comprising 4 individual cassettes and supporting duplicating matter each program is geared toward student interests, interweaving thoughtful and provocative concepts with numerous classroom activities, and interactions.

1. Art of Listening
2. Awareness of Feelings
3. Speech Mannerisms and Body Talk
4. Attacking and Defending

AC5000	4 cassettes, 5 duplicating masters, teacher's guide	$29.50

C.1974

Social Student School Services

"Eric Berne--Transactional Analysis or Who's OK?"

An outline of the basic concepts of transactional analysis shows the characteristics of the "parent" and "child" and "adult", and how the origins of the "parent" and "child" in early life can carry the messages of "not OK". Shows how mental problems caused in this fashion can be corrected by the "adult" within each person by an appreciation of the true relationships among the different facets of the personality. Multi-Media Productions.

MM7094R	1 color filmstrip, 1 LP record, guide	$11.95
MM7094C	1 color filmstrip, 1 cassette, guide	$11.95

Social Student School Services

"Games People Play--Eric Berne"

A discussion of the basic theory of fixed social responses, "games". Shows how childhood insecurities grow into poses to win greater security in life. Describes in detail such poses as the joker, the drunk, the tyrant, and the adapter, showing them to be iso-

lating shields that prevent human growth. Encourages the individual to understand the games he plays and to replace them with honesty.

Multi-Media Productions

MM7095R	1 color filmstrip, 1 LP record, guide	$11.95
MM7095C	1 color filmstrip, 1 cassette, guide	$11.95

COUNSELING RELATED FILMS

Codes for various film catalogs:

P-Primary	I-Intermediate	H-High School	C-College
E-Elementary	J-Junior High	S-Senior High	A-Adult

North Dakota State Film Library
Division of Independent Study
State University Station
Fargo, North Dakota 58103
(701) 237-8907

The American Indian Speaks. 23 min. J-S-C-A '73 Color 8.50
Reports the Indian's view about his people and their heritage, about the white man and the future, about Indian survival today. Visits with the Muskogee, Creek, Sioux, and Nisqually, and shows life on reservations. Chief Dan George gives his interpretations of famous Indian speeches. EBF

Bill Cosby on Prejudice (All Minorities) 25 min. S-C-A '71 Color 9.50
Bill Cosby expresses just about every prejudice ever thought or spoken by a bigot. No minority group is left out. Leads to an honest examination of attitudes. PEP

The Day that Sang and Cried 29 min. J-S-A '70 Color 9.60
Portrays a realistic day in the life of a teenage boy, complete with the highs and lows that make up his world. It tells about his loneliness, frustrations, overwhelming boredom and feeling of rejection presented from a teenage point of view. Excellent as a discussion catalyst on peer group pressures, relations with parents, use of idle time, etc. CENTRO

The Eye of the Storm (On Prejudice) 25 min. J-S-C-A '72 Color 9.20
Brown eyes . . . Blue eyes . . . Is one better than the other? "I feel like a dog on a leash." This is how one child reacted to the prejudiced treatment he received as a brown-eyed student in Mrs. Jane Elliot's third grade class. This documentary records Mrs. Elliott's innovative and highly successful attempts to introduce her students to the realities of prejudice. Color of eyes was the criterion of superiority. Each child spent one day as oppressor and one day as oppressed. ABC

Frustration/Aggression: It's not Fair 14 min. S-C-A '74 Color 5.50
Susan has had a bad day and Tom's day hasn't been much better. So the inevitable happens when they meet that night for a date: they take it out on each other. How much did they bring on themselves? Viewers will identify with their frustrations and reactions. CRM

Counseling related films continued

Guidance for the 70's: Kids, Parents . . .
(See South Dakota State University Catalog Listing)

Guidance for the 70's: Putting Yourself Together 16 min. J-S-C-A '74 Color 5.75
Deals with one of the most common problems kids face: defining the relationship between our own inner self-image and the external pressures from the people around us. Invites students to adopt a positive approach to problems in their lives. BFA

Guidance for the 70's: The Blame Game 20 min. J-S-C-A '70 Color 6.50
When we blame others for their behavior, we're trapped in a game no one can win. The Blame Game, four teenagers working with counselor Daniel Whiteside, learn to translate their blame-messages into "I language". To do this, they must express their feelings to the problem person without using the word "you". They discover "I language" is a good way to begin creating a positive relationship in a problem situation. BFA

Guidance for the 70's: Self-Esteem
(See South Dakota State University Catalog Listing)

Guidance for the 70's: Who's Responsible?
(See South Dakota State University Catalog Listing)

Is It Always Right to be Right? 8 min. I-J-S-C-A '70 Color 3.50
Presents a parable told by Orson Welles which highlights the center of divisiveness in our society - the generation gap, war, poverty, and race. Focuses on these topics and interlaces animation and live-action sequences. Designed to provoke lively discussion without alienating any group. BOSUST

Leo Beuerman 14 min. All '69 Color 5.00
This motion picture is a monument to the dignity and worth inherent in every individual. It documents the life of Leo Beuerman, an unusual man physically handicapped since birth, describing his ability to overcome diversity and his philosophy of life. The intensely human story touches each viewer in a different way. Awards: Blue Ribbon, American Film Festival, Academy Award Nomination, Golden Eagle & Others. CENTRO

Our Totem is the Raven 21 min. I-J-S-A '72 Color 6.95
"I don't know. It's just a totem pole, I guess." Fifteen-year-old David, an urban Indian boy, has little interest in his cultural heritage. His grandfather, portrayed by Chief Dan George, takes David into the forest to give him an understanding of the ways of his forefathers. This drama of a boy's ordeal of endurance and ritual ascent to manhood movingly underscores the problems of the Indian when his customs clash with the 20th Century values. BFA

Counseling related films continued

Parent/Child Relationship: It's my Decision — 14 min. S-C-A '74 Color 5.50

The impasse is a common one between young people and their parents. Jane wants more freedom and her mother doesn't think she is mature enough to handle it. In the context of this fictional setting, viewers can discuss responsibilities, insecurity, guilt feelings, and fears of both parents and children. CRM

Suicide: But Jack was a Good Driver — 14 min. S-C-A '74 Color 5.50

Two boys suspect that a friend committed suicide by driving his car off the road at high speed.

University of Nebraska-Lincoln
Instructional Media Center
University of Nebraska
Lincoln, Nebraska 68508
(402) 472-2171

The Bet — 24 min. J-S-C-A '72 B & W 8.00

An up-to-date version of the Chekhov story which compellingly captures the boredom, panic, hysteria, and near-madness experienced by a young man who bets a wealthy friend that he can isolate himself in a single room for five years. Through the camera's unwavering gaze we share the young man's hallucinations, his concentrated studies, and his feelings when a phone call signals the end of his ordeal. RWAL

The Detached Americans — 33 min. S-C-A '71 Color 4.50

Forty people in New York stand by and watch a murder and do nothing. Sixty Chicagoans ignore a policeman's cry for help. The problem of apathy and the "I-don't-want-to-get-involved" attitude are epidemic in this country. This film is a penetrating study of the psychology of people who refuse to involve themselves. The theory of conditioned family relationships is offered as one of the causes of apathy. Written by John Keats, this stimulating film indicts man's differences to man. CAL

***This film needs extensive build up of ideas and situations before viewing. It should be given a good introduction and follow-up discussion to explain the concepts presented.

Differences — 25 min. J-S-C-A '74 Color 11.75

An American Chippewa Indian, two blacks, a Mexican American and a long-haired bearded white relate their experiences and difficulties in learning to live within the unwritten rules of white, middle-class America. Some of the subjects discussed are stereotypes, minority vs. majority problems, individual differences and cultural differences, family tradition, the positive value of minority cultures. CAPF

Counseling related films continued

Joshua in a Box 6 min. I-J-S-C-A '69 Color 3.90
Designed to promote creative and critical thinking, this non-narrated film deals with man's attempts to escape, and his emotional responses to frustration can be interpreted in many ways and on various levels. The symbolic significance of the provocative ending will stimulate many questions and discussions.

That's Me 15 min. J-S-C-A '63 Color 5.50
Alan Arkin, a guitar-strumming Puerto Rican dropout, turns the tables on an overly serious social worker and teaches him a few things about person-to-person communication, values, and the importance of the individual. NEFC

To Be A Man 14 min. J-S-C-A '70 Color 8.50
Hemingway stated "A Body becomes a man when there is need for a man." So, to be a man means . . . self-reliance? courage? heavy responsibilities? What about love and masculine sexuality? Who are the heroes now - if any? The sound track is made up on new folk music and live talk, with supporting visuals. Surprise finish on "fatherhood".

To Be A Person 19 min. J-S-C-A '70 Color 9.50
In this film we try to identify with the young person who is seeking her identity or his place in the sun. Youth is fascinated with personhood, and coming to grips with it marks a giant step towards maturity. BIBU

To Be a Woman 14 min. J-S-C-A '70 Color 8.50
"Female is what you are born with, woman is what you become". But what is a woman? Is sexuality the key? How meaningful today is feminimity? What do you think of modern women? Two original folk songs accompany the answers. BIBU

To Be Afraid 14 min. J-S-C-A '76 Color 8.50
Based on the premise that repressed and unspoken fears exert a powerful inhibiting force on the development of our human potential. An attempt is made to face up to fear and bring it into the light of day where its dimensions become more realistic. Treats several kinds of fear: fear of failure, fear of physical things, fear of rejection, and fear of the future. BIBU

To Be Alone 15 min. J-S-C-A '75 Color 8.50
Young people are taken by surprise when they find themselves alone for the first time. It can be a new school, organization, job, or even a problem they are faced with alone. Young people discuss different kinds of loneliness. BIBU

Counseling related films continued

To Be Continued 14 min. J-S-C-A '76 Color 8.50
Deals with disappointment, loss, setback, hurt, failure, and "little deaths". Such experiences are part of life, but life somehow goes on in spite of them. Emphasis is on re-birth, new life, a fresh start, a second chance. BIBU

To Be True to Yourself 14 min. J-S-C-A '76 Color 8.50
Various scenes express ideas about the self-concept. The concepts of self, "measuring up", "beautiful people", rebel conformity, and peer pressure are discussed by young people. BIBU

Audio-Visual Center
South Dakota State University
Brookings, SD 57006
(605) 688-5115

Educational Media Center
University of South Dakota
Vermillion, SD 57069
(605) 677-5411

Guidance for the 70's:
Kids, Parents, Pressures (SDSU) 18 min. J-H-A '71 Color 3.00
Teenagers attending a PACE seminar identify some of the everyday pressures and tensions that confront them. With the help of the highly qualifide instructors, they learn they are in control of their own attitudes and work out positive and effective ways of improving their attitudes and relieving pressures. The problems are real ones with which most teen viewers and parents of teens are dealing with today.

Guidance for the 70's: Self Esteem 18 min. J-H-A '71 Color 3.00
How do you see yourself? Do you have a good image of your abilities? What is "self-esteem"? Young people at a seminar form images in clay of their self-image and discuss and evaluate the figures. Through their discussion we learn that it is all right to think of ourselves, that it is important to build good feelings about ourselves because self-esteem is a basic quality of an effective human being. BFA

Guidance for the 70's: 19 min. J-H-A '71 Color 3.00
Who's Responsible?
Discussion in the film highlights how what happens to you is under your own control to a very great extent and that by exercising your choice you can create the affect you want to have in your life. BFA

Counseling Skills

COUNSELING TIPS ON CRISES INTERVENTION

Basic Attitudes of a Counselor:

1. Acceptance
   Each student must be respected as a human being of great worth. He/she must be accepted with all their limitations, strengths, positive, and negative attitudes. He/she must be able to be themselves with the counselor, knowing that problems, angry feelings and negative aspects will not turn the counselor away.

2. Non-judgmental attitudes
   This attitude is based on the conviction that it is not the responsibility of the volunteer to assign guilt or innocence to the student. Being non judgmental and accepting people does not mean approving of everyone's attitudes. It means that we refrain from judging the guilt or innocence of a person.

3. Listening
   As easily as it sounds, this is one of the most difficult jobs of a counselor. We must give the student the feeling he/she may say anything he/she wants to and will be heard. The student will not be interrrupted or judged. A student does not come to us to be told what to do. They come to sort out their own feelings and attitudes.

4. Individualizing people
   Each person even though he/she is in a similar situation is absolutely unique. Qualities, reactions, and feelings are absolutely unique! You cannot assume that because XYZ happened, it will necessarily result in such and such a feeling.

Goal of the Counselor:

The goal of a counselor is not to do in-depth psychotherapy. It is not to solve all the student's psychological problems (even if that were pos ible). The goal of the counselor is to provide an emergency service, often centering around the decision to seek professional help. Basically, the goal of a counselor can be summarized as follows:

1. Calm anxiety
   Listen to the student, allow him/her to talk sufficiently to calm anxiety and get some worries and fears out in the open. Provide student with a good immediate supportive experience.

2. Provide hope
   If he/she has been thinking of suicide or other destructive methods of handling their problem, help the student to hope to see another solution to the problem. Underscore your belief in him/her as a person.

3. Knowledge of resource
   Provide him/her with an expert knowledge of what resources and help are actually available. This will include medical, residential, and counseling help.

Pages 112 and 113 blank

SOME DO'S AND DON'TS OF COUNSELING

Do

1.	Express your warmth and your emotional support. Let him/her know you are on his/her side.	Mary, I understand how you feel. Mary, is this what you are saying? Mary, I am so concerned about you.
2.	Express concern about his/her feelings.	Bob, is this the way your feel? Your mother's remark must have hurt.
3.	Clarify issues and focus the problem.	Let me see if I understand you correctly. Is this the problem? Perhaps what your are most concerned about is:
4.	Provide ideas for him/her to think about.	John, what do you think about ____? That may work, Jane, but there may also be problems. Have you thought of ____?
5.	Give him/her praise and encouragement.	I am sure you can see this through. I can see that you've thought about this very much. You have handled that situation very well, etc.

Don'ts

1.	Don't tell the student what to do. It is better to endorse one of his/her solutions than to give him/her a solution of your own. Even very young students want to make up their own minds and do not take kindly to orders "from" an adult". If he/she is involved in a solution that is obviously inappropriate, try to propose other solutions with which he/she can disagree or agree. Act puzzled and ask more searching questions if the solution is obviously incorrect.	There may be problems with that. Have you thought of _____? Jane, have you considered ____? These approaches are better than "Jane, I thing you should" or "Obviously the solution to your problem is: _____".
2.	Don't convey to the student that you assign guilt or innocence to what he/she is doing.	You will commit a sin if you do that!

TECHNIQUES AND METHODS

Some of the positive techniques and methods that we have found successful in counseling students are:

1. Encouraging and helping the student see the reality of a situation. They cannot make valid decisions if they don't face reality. This can be a difficult task in some instances, but pays in the end;

2. Allowing the student to take personal responsibility for his actions or nonactions. We have found that many of the students have always had someone do for them what they should have done themselves and if it didn't work out satisfactorily, they refuse to take any blame. Through making them do things for themselves, they develop more self-responsibility which in turn improves the self-worth and self-image;

3. Using individual and small group counseling sessions. This method seems to work best. Large group sessions do not allow us to work best. Large group sessions do not allow us to work on specific problem areas with the individual enough;

4. Conducting postsecondary planning sessions. Because many of the students are very uncertain about what they wish to do upon graduation, we work with small groups and individual students to try to help them narrow and/or expand their career choices. The reality of their grades, capabilities, and dedication plays a large part in these sessions.

On the negative side, there are predominantly two areas in which counselors have a difficult time here helping students to overcome. The first is the absolute refusal of the student to see the reality of a given situation. When this occurs, it becomes impossible for the counselor to aid the student. The second obstacle is showing students that they can overcome failure in a positive way and grow from it. Too many simply give up and refuse to try again.

Other Information

Following is a very brief description of some of the other areas in which the Oglala Community High School counseling staff are involved with:

1. Career Education Planning

The guidance department, along with the assistant principal, developed and presented a two-week inservice in career education for the entire staff K-12. Units were made up by the teachers in their own area for use this past fall. In addition two new classes were placed in the fall schedule, one at the sophomore level and one on the junior level, in career awareness and exploration. The guidance personnel were primarily responsible for the content of these cources.

2. Coordination of Student Services

There are many different agencies which offer services to the students at Oglala Community High School, but because of some overlapping and non-communication between agencies, it becomes very difficult for the student to receive the services he may need. Our guidance staff has been attempting to alleviate some of these problems by working as a part-time coordinator of these services for our students.

3. Day Care Center

Because of the number of high school students who are also parents of small children, we are in the process of starting a day care center for these students. The main goal will be to improve attendance, allow for entry, re-entry or continuation of their education, and removing financial burdens of child care so the students may remain in school and graduate.

4. Understanding and Acceptance of Cultural Differences

It has become primarily the responsibility of the guidance department to help new teachers in the Oglala Community High School system to gain understanding and acceptance of the cultural differences which exist between non-Indian teachers and Indian students. This becomes a two-way street. Students may also need help in understanding and accepting new non-Indian teachers until the teacher can acclimate himself to the culture.

5. Empathy Not Sympathy

Some teachers tend to feel sympathy toward students which hinders the educational process. The counselors try to instill a sense of empathy in teachers rather than sympathy which improves the education expectations of students and teachers alike.

6. Student Council

The Oglala Community High School student governing body which is called Junior Tribal Council is sponsored by the guidance department. We feel this helps us keep in better touch with student attitudes and concerns on school policy.

7. Testing Program

In past years the testing program has consisted mainly of achievement tests and the Kuder Interest Inventory. We are presently revising this program to include tests on aptitude, attitudes, general mental abilities, school interests, special manual dexterity areas, and comprehensive career competencies. When the information gathered from these tests is compiled, we can give the student a better overall view of where his strengths and weaknesses lie and increase his chances of success in postsecondary educational or vocational choices.

8. Dormitory Personnel

Approximatley one-fourth of the Oglala Community High School students live in the dormitories during the week. There are situations which arise either at school during the day or in the dormitory at night which can cause on-going problems for the students involved. The guidance department holds bi-monthly meetings with the dormitory personnel to exchange information on students which can be helpful in remedying the situation before it becomes a major problem.

9. Student Rights and Responsibilities

In view of federal legislation on student rights, the Oglala Community High School has written a Handbook of student rights and responsibilities. The Handbook includes procedures for expulsion and suspension of students. The guidance department has a person assigned to be present at student hearings involving suspension or expulsion. The counselor is a nonvoting member of the panel which determines the outcome of the case. It is the counselor's responsibility to see that all the facts have been factually stated, to report any unusual circumstances, and to insure that the students rights are not violated when the decision is handed down.

This concludes the major role and function of a counselor in a Bureau of Indian Affairs high school. Each high school counselor's role may vary somewhat according to the needs of its student population, but this is how we at Oglala Community High School "do our thing".

COUNSELING FOR COLLEGE SURVIVAL

This section is suggested for high school juniors and seniors. The objective: To meet needs of students entering college or postsecondary education.

A preliminary to the session would consist of introductions and skills analysis to put the participants at ease with one another and with the instructor, demonstrate how everyday functions are applicable to the outside world of work, and allow sharing of ideas and feelings on the part of the participants.

Second activity is to administer the SCII and 16 PF. (Note: May complete SCII outside the classroom). This activity will:

Help demonstrate how participants' interests (likes/dislikes) match up with those who have been successful and satisfied in certain career areas.

Stimulate participants to expand career options.

Promote insight into personality characteristics which may effect ultimate career success/satisfaction.

The third activity deals with the use of the library. It is intended to:

Help the participants feel more competent in the use of library resources.

Acquaint participants with the facility.

The balance of the program is as follows: How to Write a Theme.

Help the participants in the acquisition of skills necessary for basic English composition.

Cover important areas to be included in any composition.

SCII Interpretation

*as noted above under administration

16 PF Interpretation

*as noted above under administration

How to Study

Help the participants become aware of studying techniques; structured studying exercises.

Offer testing hints.

Campus Tours

Acquaint students with the campus and its facilities.

Help to foster a feeling of comfort on a college campus.

How to Write a Term Paper

Acquaint students with basic format for a term paper.

Lessen students apprehension about completion of a term paper.

College Terminology and Registration

Acquaint students with unfamiliar terminology used in most campus communities; i.e., credit hour, semester, drop/add, audit, withdrawal, incomplete, pass/fail.

Allow practice at completing a schedule (use schedules from several institutions).

Introduction to Assertiveness Training

To facilitate communication skills.

To help individuals appropriately express feelings and meet personal needs.

To help the participants in asking for assistance, expressing opinion, and developing ideas of personal rights.

Class Evaluation and Overview

To provide the participants with an opportunity to express their feelings, both positive and negative, about the class.

To help the participants to reinforce one another regarding what they have learned and the transfer of that learning into a college experience.

(Adapted from a technique invented by Bernard Haldane) 122

The Family of Skills Did each satisfying accomplishment employ any in the following family of skills? If so, put a check( ).	Your seven most satisfying accomplishments 1.	2.	3.	4.	5.	6.	7.	Total	Characteristics
Assembling, building, fixing, repairing, operating tools or machinery, typing or filing, showing dexterity or speed.									Using hands
Writing, reading, copying, talking, debating, speaking, negotiating, teaching or training, public speaking, communicating, publicity.									Using words
Observing, inspecting, examining, determining, judging, evaluating, deciding, diagnosing.									Using eyes
Researching, analyzing, organizing, systematizing, problem-solving, trouble shooting, remembering.									Left side of brain
Imagining, inventing, creating, developing, designing, creatively imagining, being an ideal wo/man.									Rt. side of brain
Being kind, being of service, helping people, interviewing, consulting, rendering services to.									Helping (S)
Showing courage, taking risks, initiating, organizing, leading, managing, directing others, controlling, coordinating.									Leadership Risk taking
Counting, calculating, keeping financial records, figuring, doing acc'ting.									Numbers
Having endurance, persevering, demonstrating follow-through, producing, showing attention to details.									Executor
Dealing creatively with colors, shapes, spaces, faces, painting, drawing, composing, doing handicrafts,art, shaping.									Rt. side of brain Artistic
Persuading, reconciling, selling, promoting, influencing others.									Enterprising (E)
Performing, acting making people laugh, getting up before group, playing music, demonstrating.									Performing
Showing foresight, perceiving, planning, policy-making, balancing.									Foresight
Creating, planning or doing physical or outdoor activities, sports, traveling, camping, playing.									Outdoor
Making models, executing from blueprints or patterns, ability to visualize in three dimensions.									Visual, 3 dimensional
Other (your own families, not included in the above):									

Career Resource Division
Career Services 2/75

Sidney A. Fine's Definition of Skills

As adapted by the National Career Development Project, particularly in the definition of Work-Content skills.

ADAPTIVE	FUNCTIONAL	SPECIFIC CONTENT OR WORK-CONTENT
Self-Management Skills	Instrumental or Transferable Skills	Particular Job Conditions, Vocabulary & Artifacts
Rooted in temperament	Rooted in aptitudes	Rooted in personal experience and preference
Acquired in early years, among family, peers, school; or, later in life, by intensive education.	Acquired either as natural-born talent, refined by experience & education; or by specific educational, vocational or avocational specific training.	Acquired by private reading apprenticeship, technical training institute, school or (often) on the job.
Related to environments, & particularly to the requirements or demands for conformity & continuity vs. risk & discretion & change.	Related to People, Data & Things, in generalizable or transferable fashion (from one field, profession, occupation or job to another).	Related to performing a job in a particular field, profession, or occupation, according to the specifications and conditions of a particular employer.
Examples:	Examples:	Examples:
Management of oneself, in relation to: authority space & time direction moving towards, away from, or against others self-pacing self-routing punctuality dress care of property impulse control	Tending & operating machines Comparing, compiling or analyzing data Exchanging information with, or consulting, supervising people.	Detailed knowledge of the various parts of a car. Knowing the names of all the muscles in the human body Understanding the psychology of human motivation.
In Everyday Speech:	In Everyday Speech:	In Everyday Speech:
Regularity Dependability Initiative Resourcefulness Etc.	Artistic talent A born problem solver A natural salesman or saleswoman A gifted writer Effective in dealing with many kinds of people Bringing new life to traditional art forms Etc.	Financial planning and management A skilled engineer Theatrical production planning and management Market research & analysis Making radio and TV presentations Personnel administration Etc.

Career Resource Division
Career Services 2/75

Dr. John Bryde
School of Education
University of South Dakota

Counselor's function: to meet needs of and develop the whole person; total growth, as opposed to specific growths, e.g. in mathematics, that teachers are concerned with.

Ideal teacher: one who is also a counselor, so that the total "package" the instructor wants to develop is a self actualized student concerned with total growth; and the behaviors listed on the attached humanistic behavior sheet are the ideal terminal behaviors sought; traditional subject matter mastery is merely a means to these ends.

Total needs of students listed on "needs" sheet.

Counselor's notion or model of successful, adjusted person is culturally determined.

Indian model of human success is different from typical western caucasian model.

Counselor must be aware of Indian models of human success, support these, and not try to induce his Caucasian models (if he is Caucasian)

Indian grandfather and grandmothers, or elders, as models of Indian success because they possess Indian wisdom with which they can give good advise.

Counselor as surrogate grandfather/mother. Must, therefore, be very sure of his advise. Client comes to listen.

NEEDS

MASLOW	GLASSER	ROGERS, COMBS & SNIGG
7. Beta needs: Need to be consciously aware of where you fit in the divine order or plan.		
6. Aesthetic: Need to perceive and express the true, the good and the beautiful.		
5. Self-actualization: to enhance and improve the self.	Feel worthwhile	Enhance or improve the self.
4. Self-esteem: Esteem of others.	To love To be loved	
3. Love and belongingness		
2. Safety and security		
1. Physical needs: air, water, food, shelter, sleep.		

PRECONDITIONS FOR NEED

SATISFACTION: FREEDOM
JUSTICE
ORDERLINESS

IMPORTANT ACTS TO ACHIEVE SELF ENHANCEMENT ARE CULTURALLY DETERMINED; HENCE, MUST KNOW ACTS IN THE INDIAN CULTURE THAT ARE IMPORTANT TO INDIAN SOCIETY.

SUMMARY OF BEHAVIOR OBJECTIVES
In Humanistic Education Workshop

(NOTE: The following is bare summary of terms used within the limitation of a one hour course. Each idea signified by the following terms merits many hours of study and development.)

Preferred Behaviors That Are More Fully Human	Undesired Behaviors That Are Less Fully Human
Most Broadly Conceptualized:	
Habitually given to the appreciative pursuit and expression of truth, beauty and goodness.	Habitually unaware and unconcerned with what is true, beautiful and good. Or worse: dedicated to the distortion of the truth, defilement of the beautiful and corruption of the good.
More specifically conceptualized behaviors:	
1. EMPATHY and a genuine respect for the student. Perry London: "...like yourself people experience their problems as immediate events REQUIRING IMMEDIATE CONCERN and to treat someone's LIVE experience as an abstraction is virtually to dismiss it. To deal with people from within their own perspective, however, or to get inside them enough to help them shift it usefully, requires a degree of self-consciousness and sympathy that cannot be learned easily from books, even psychology books."	1. Indifferent to others as persons. (You might be interested in them as objects or sources of profit or entertainment, but not as persons with feelings and concerns.)
A. Two levels of empathy and respect:	
--interpersonal (person to person)	alienated sexist
--cross cultural (nonethnocentric, or respect for other cultures)	ethnocentric racist or prejudiced oppressive to defenseless others
2. Authentic (not afraid to trust the responses of the "hidden but real" you)	Real you lost in too many roles to play

3. Self-actualized and creative (with as many as possible of the dimensions of self-actualization as listed in Patterson, pp. 26-27.)	Almost totally conformist
4. Satisfying awareness of:	
--identity (awareness of <u>your</u> special uniqueness and where they most fruitfully (for yourself and others) fit into the total scheme of things.	--No awareness of your special capabilities and no meaningful long range goals
--rewarding interrelatedness with others (awareness of loving, being loved and feeling and being regarded as worthwhile)	--socially isolated
--sense of <u>power</u> (you feel you have enough control over <u>your</u> environment to reach your reasonably set goals)	--feeling that you can do <u>nothing</u> to influence events that will get you your reasonable goals.

FINALLY:

a) Spell out these behaviors to the students and tell them frequently what you are trying to develop in them.

b) Tell them frequently that traditional curriculum content is important (e.g., multiplication tables, etc.) and must be mastered, but the above behaviors are more important.

c) Set aside some time each day to discuss some aspect of the above behaviors. It will convince the students that you regard them as most important.

d) Our personal happiness, as well as local, national and international survival depends upon everyone developing these behaviors.

QUESTIONS IN COUNSELING

During any counseling session, the counselor must get certain information from the client if he is to fulfill his function and the needs of the agency. One of the most common ways that counselors get information from their clients is by questioning. However, there are several types of questions, and each of them may have different effects when used in a counseling session. Learning about different types of questions and how they work is the topic of this presentation.

The responses of a counselor can be classified as either discovering or controlling. In the same way questions asked by a counselor can be classified as either discovering questions or controlling questions. That is, the wording of a question may give the client maximum freedom in his choice of responses, or it may limit his possible responses.

A discovering question does not imply its own answer and gives the client a wide range of possible answers. In contrast, a controlling question implies its own answer, and the client needs only to agree or disagree. The following is an example of a discovering question: "What were some of the feelings you had when you were dismissed?" The response to this question might be any one of a dozen or more different feelings or no feelings at all. The important feature of this kind of a question is that it is worded in a way that allows the client a maximum range of responses.

The following is an example of a controlling question: "Did you feel pretty lousy when you were dismissed from your job?" This question is worded in such a way that the client can only confirm or deny that he felt lousy when he was fired. Controlling questions limit the responses that the client can make and restrict his range of replies to "yes" or "no" or some other short answer.

A counselor does not always have to ask questions in order to get information from a client. Often inquiry statements get more complete information. An inquiry statement is an indirect form of questioning. In an inquiry statement there is an implied question. An example of a question is: "Did you have some feelings when you were dismissed from your job?" It has all the usual features of a question and is punctuated, when written, with a question mark.

An example of an inquiry statement is: "Many people have some feelings when they are dismissed from a job." This statement has none of the usual features of a question, and is not, when written, puctuated with a question mark. However, the statement does suggest a question. The implied question in the above example is: "What were your feelings when you were dismissed from your job?"

For more clarity, the two dimensions of questioning just discussed, that is, discovering and controlling, and questions and inquiry statements, can be diagrammed to show these two dimensions produce four types of queries: 1) discovering questions, 2) discovering inquiry statements, 3) controlling questions, and 4) controlling inquiry statements.

	QUESTIONS	INQUIRY STATEMENTS
Discovering	I. Question Answer NOT implied	II. Statement Answer NOT implied
Controlling	III. Question Answer IS implied	IV. Statement Answer IS implied

The four types of questions in this diagram account for most of the queries that are commonly used in counseling. However, it is important to recognize that all questions are not pure types and therefore will not always fall into one of the four boxes suggested by the diagram.

The following are examples of the four types of questions:

I. DISCOVERING QUESTION: "What do you see as some of your major interests?"

II. DISCOVERING INQUIRY STATEMENT: "I would like to hear about some of your interests."

III. CONTROLLING QUESTION: "Do you like to work outdoors?"

IV. CONTROLLING INQUIRY STATEMENT: "Many people with interests similar to yours like to work outdoors."

It is important to remember that different types of questions have different effects on the person being counseled. The counselor should consider these effects in terms of his purposes and the information he wants to get. For example, when a counselor asks too many controlling questions, the client typically feels that he is on-the-spot and reacts defensively. Discovering questions are less threatening and tend to set the client more at ease.

Questions, whether discovering or controlling, require the client to produce information. As questions move toward inquiry statements, there is more opportunity for the client to relate more of himself to the counselor.

It should be clear that one type of questioning is not better than another type. Once the counselor learns to use questions, he can choose the type of question that is appropriate for a specific purpose. Each type is of value to the counselor. Hopefully, the counselor will be able to choose his questions to suit the purposes of the counseling session and be aware of the effect of his questions on the client.

PARAPHRASING

Paraphrasing achieves three purposes. These are (a) to convey to the client that you are with him, that you are trying to understand what he is saying, (b) to crystallize a client's comments by repeating what he has said in a more concise manner, and (c) to check the interviewer's own perceptions to make sure he really does understand what the client is describing.

Just as the reflection of feeling involves some reiteration of content, paraphrasing entails some recognition of the client's feeling. The primary difference is one of emphasis. The first concentrates on the emotional aspect of the client's communication, while the latter emphasizes the cognitive or content aspect of the message.

When utilizing this technique, the interviewer attempts to feed back to the client the essence of what the client has just said. Used in this manner, this skill is extremely functional in clarifying confusing content, tying a number of recent comments together, highlighting issues by stating them more concisely, and checking one's perceptions.

The following are some good examples of accurate paraphrasing:

CLIENT: I don't know about him. One moment he's nice as can be, and the next he is a real bastard.
INTERVIEWER: He's pretty inconsistent then.
CLIENT: Every day there is something new to do. There must be ten different activities going on at one time around here.
INTERVIEWER: So there are lots of activities for you to choose from.
CLIENT: He's really crumby. His degree is from a nonaccredited school, he's had very little training, and he has a very poor relationship with his wife.
INTERVIEWER: You don't think he is very competent.
CLIENT: He is supposed to be an authority, yet he's mixed up all the time. He talks as if everything he says is true, but he's quite uncertain a lot of the time.
INTERVIEWER: You feel that if a man gives you the impression that he knows everything, then he should know everything.

With your supervisor, go back through the list above and develop inappropriate paraphrases which might tend to lead the client off on a new, perhaps irrelevant path. Then change your inappropriate paraphrases back into a more suitable form.

RESTATING AND PARAPHRASING AS COUNSELING SKILLS

During the course of a counseling session, a skillful counselor will use as many of the different counseling skills that he has at his disposal. Some of these skills may help both the counselor and the client clarify what is being said. In a sense then, certain counseling skills are double-edged, that is on the one hand, they can help the counselor understand precisely what the client has said, and, on the other hand, they can help the client understand exactly what he has said.

The two counseling skills discussed in this presentation, RESTATING and PARAPHRASING, have one thing in common; using either skill, the counselor returns to the client the information that the client has verbalized.

RESTATING: The counselor repeats as exactly as possible what the client has just said. In most cases, the only changes that the counselor makes are in the personal pronouns, from the "I . . ." statement of the client to the "You . . ." statement of the counselor. The following is an example of restating:

Client: "I had a rough time last night."

Counselor: "You had a rough time last night."

The rationale for using the skill of restating what the client says is that a restatement serves as an echo for the client, allowing him to hear what he has just said. In addition, the echo also encourages the client to examine his situation further and to look deeper into it. Finally, this skill lets the client know that the counselor is interested in him and is listening very closely to what is being said.

PARAPHRASING: Paraphrasing is very much like restating, but the counselor states in his own words what the client has just said. That is,

the counselor listens to a statement of the client and then tries to put this statement into his own words when verbalizing it back to the client. In most cases, the counselor tries to extract from the client's statement the essence of what he has said.

The following is an example of a paraphrase:

Client: "When our parents left the house on weekends, my brothers and sisters always used to get into fights."

Counselor: "When your parents left, things really went to pieces."

Again, like restating, paraphrasing serves almost as an echo of what the client has just said. However, in this case, the echo of what the client has just said comes back in the words of the counselor. The paraphrase also encourages the client to clarify what he is saying and to examine the meaning of his words. This skill also lets the client know that the counselor is interested in him and is listening carefully to what is being said.

The chief differences and similarities in the skills of RESTATING and PARAPHRASING are summarized below:

Similarities:

1. Both are echoes of what a client has said.
2. Both encourage the client to clarify further and to examine his situation more thoroughly.
3. Both let the client know that the counselor is listening closely.

Differences:

1. Restating is an echo in the client's own words, while paraphrasing is an echo in the counselor's words.

The client is a male, age 30, who is coded Maintenance Man--factory or mill. He has a good, general background in machine work, but was discharged from his last job because the employer felt he was "goofing off."

He felt the employer was "out to get him," but admitted he was not as efficient as some of the other employees.

SEVERAL STATEMENTS MADE BY THE CLIENT
DURING THE COURSE OF THE COUNSELING SESSION

1. "The foreman was always watching me to catch me not working."

   Restating: "The foreman was always watching you to catch you not working."

   Paraphrasing: "You were always under the pressure of being watched."

2. "This was the first time I ever did this job."

   Restating: "This was the first time you ever did this job.

   Paraphrasing: "You had never done this type of work before."

3. "I really enjoy doing this kind of work."

   Restating: "You enjoy this kind of work."

   Paraphrasing: "You really wanted to hold on to this job."

4. "This foreman would not give me a break."

   Restating: "The foreman would not give you a break."

   Paraphrasing: "You really wanted to hold on to this job."

5. "I tried to show the foreman that I was doing the best that I could."

   Restating: "You tried to show the foreman that you were doing the best you could."

   Paraphrasing: "You tried to show him that you were working hard."

ATTENDING BEHAVIOR

Good attending behavior demonstrates to the client that you respect him as a person and that you are interested in what he has to say. By utilizing attending behavior to enhance the client's self-respect and to establish a secure atmoshpere, the interviewer facilitates free expression of whatever is on the client's mind.

The following are the three primary types of activities which best characterize good attending behavior:

1. The interviewer should be physically relaxed and seated with natural posture. If the interviewer is comfortable, he is better able to listen to the person with whom he is talking. Also, if the interviewer is relaxed physically, his posture and movements will be natural, thus enhancing his own sense of well-being. This sense of comfortableness better enables the interviewer to attend to and to communicate with the client.

2. The interviewer should initiate and maintain eye contact with the interviewee. However, eye contact can be overdone. A varied use of eye contact is most effective, as staring fixedly or with undue intensity usually makes the client uneasy. If you are going to listen to someone, look at them.

3. The final characteristic of good attending behavior is the interviewer's use of comments which follow directly from what the interviewee is saying. By directing one's comments and questions to the topics provided by the client, one not only helps him develop an area of discussion, but reinforces the client's free expression, resulting in more spontaneity and animation in the client's talking.

In summary, the interviewer's goal is to listen attentively and to communicate this attentiveness through a relaxed posture, use of eye contact, and verbal responses which indicate to the client that he is attempting to understand what the client is communicating. Specific behaviors which may be utilized are the following:

1. Relax physically; feel the presence of the chair as you are sitting on it. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a great deal, feel free to do so at this time.

2. Use eye contact by looking at the person with whom you are talking.

3. Follow what the other person is saying by taking your cues from him. Do not jump from subject to subject or interrupt him. If you cannot think of anything to say, go back to something the client said earlier in the conversation and ask him a question about that. There is no need to talk about yourself or your opinions when you are attending.

A final point is to respect yourself and the other person. Ask questions or make comments about things that interest and seem relevant to you. If you are truly interested .n what is being said, attending behavior often follows automatically. But remember, the more interested you are, the harder it sometimes becomes to keep yourself quiet and listen to the other person.

RESPONDING TO FEELINGS

Human communication is noted for the incredibly complex processes which develop between two person The same can be said of counseling. The counselor's primary task is to communicate freely with a client, and at the same time to help the client communicate freely with him. The counselor has at his disposal many skills that can help him communicate clearly and unambiguously.

When the counselor is seeking to clarify the words a person has said, he may use the skills of restating or paraphrasing. Here, the goal is to clarify the content of a message that is objective and "on the surface". On the other hand, if the counselor needs more information about the underlying feelings a person is experiencing, he may use the skill of responding to feelings. In this case, the counselor is responding to the feelings that underlie and accompany the behavior of an individual.

RESPONDING TO FEELINGS involves clarifying the feelings that accompany certain events or situations. In some cases these feelings, emotions, or perceptions may have caused the event. Basically, the counselor is seeking more information about the subjective aspects of an event, and is saying: "Tell me how you feel about that event. I don't understand what is going on inside you."

Here is an example of responding to feelings."

Client: "The foreman on the job kept watching me."

Counselor: "You felt pretty uncomfortable with the foreman always watching you."

In this example, the counselor is attempting to respond to feelings underlying the event, and is asking the client for more information about how he felt.

It should be noted that, from the client's point of view, paraphrasing and restating may be much less threatening than responding to feelings. People are taught not to reveal their feelings, especially to strangers. The skill of the counselor in establishing a strong, non-threatening relationship with the client will determine how much he will reveal his feelings.

The client is a female, age 36, who is coded as a Computer Programmer. She has recently finished her training, but due to certain restrictions has been unable to secure a satisfactory position.

SEVERAL STATEMENTS MADE BY THE CLIENT
DURING THE COUNSELING SESSION

1. "I have had a difficult time finding a job that provides the security I am seeking.

   Responding to feelings: "It is frustrating to look for something and not find it."

2. "The employers I have talked with have led me to believe one thing, but when I talk with some of the employees I get another story."

   Responding to feelings: "You feel a little confused by the different stories you have heard."

3. "The jobs that look good to me are either too far from home or the hours are wrong."

   Responding to feelings: "It is disgusting to find a good job only to find that the location or hours won't allow you to take it."

4. "When I finished the training, I was assured that I would be able to find a good job, but so far I haven't found one."

   Responding to feelings: "You feel disappointed in not being able to find a good job."

5. "I am beginning to think that perhaps there is something wrong with me."

   Responding to feelings: "It makes you feel uneasy to think that perhaps the problem rests with you."

QUESTION GUIDE

1. What kinds of feelings was the client experiencing as you counseled him?

2. What specific verbal or non-verbal cues led you to attribute that feeling to him?

   . . . a change in voice level, tone, or pace?
   . . . specific words with emotional meanings?
   . . . inappropriate affect for words being said?
   . . . a gesture?
   . . . a shift in body posture?
   . . . a change in visual focus?
   . . . abrupt shift of theme?
   . . . appearing not to hear what was said?
   . . . others?

OBSERVER NOTES:

Feelings Counselor Responded To	Feelings Counselor Failed to Respond to

CAREER EDUCATION
DEMONSTRATED PROJECT
FOR AMERICAN INDIAN CHILDREN
SCHOOL OF EDUCATION
THE UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA 57069

Career Awareness Program for Secondary School Students

An outline of five topical areas has been devised, to assist school personnel, in setting up a program on Career Awareness for Indian students at the secondary level; primarily, senior level students. The four identified areas are: (The order of these areas has no special significance)

I. Bureau of Indian Affairs Opportunities
II. Tribal Employment Opportunities.)
III. College/University Opportunities
IV. Vocational School Opportunities
V. Indian Health Service

These five areas could be addressed in one school day, or in two half-day sessions. This guide could be used as a starting point to develop other topical areas. Since many schools already cover these areas, other topics could easily be substituted and/or added to this guideline. For example, the services available by state employment agencies, professional careers, military careers, health careers, other careers, employment interviewing processes, etc., could be presented. The important point being that all Indian students become aware of the varied opportunities available to them.

The following recommendations are made to accompany the outline:

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1. Career awareness activities, for students, should be comprehensive, and be an ongoing process to meet the needs of Indian students.

2. Students should be given an opportunity to formulate questions they would like to have answered by each presentor. Thus, each presentor would address the special interests of students.

3. The activities and program should be coordinated by school personnel in order to integrate the activities with other school events.

The outline contains subtopics for each of the five major areas. These subtopics can also be expanded upon to meet the needs and interests of students.

A SUGGESTED GUIDELINE FOR A CAREER AWARENESS PROGRAM FOR SECONDARY SCHOOL STUDENTS

I. BUREAU OF INDIAN AFFAIRS OPPORTUNITIES

- A. Bureau structure--agency level, area office level, Washington level
- B. Entering qualifications
- C. Application procedures
- D. Civil Service information
- E. Advancement opportunities
- F. Advantages/disadvantages of working for the Bureau of Indian Affairs
- G. Employment needs and trends

II. TRIBAL OPPORTUNITIES

- A. Tribal structure--describe employed positions
- B. Duties of various jobs
- C. Application procedures
- D. Qualifications and training
- E. Employment/Economic trends
- F. Advancement opportunities
- G. Advantages and/or disadvantages
- H. Legislative acts i.e. PL-638, Indian Finances Act, etc.

III. COLLEGE/UNIVERSITY OPPORTUNITIES

- A. Kinds of colleges/university available
  - 1. State
  - 2. Private
  - c. Jr. colleges
- B. Financing
  - 1. Kinds of funds
  - 2. Where and when to apply
  - 3. Estimated costs per year (State, BIA, Private colleges)
- C. Application procedures
- D. Entrance tests required
- E. Degrees offered
- F. Placement services
- G. Specialized programs
  - 1. Indian Studies
  - 2. Upward Bound
  - 3. Special Services
- H. Living facilities

IV. VOCATIONAL SCHOOLS OPPORTUNITIES

- A. Financing
- B. Programs of study offered
- C. How, when, where to apply
- D. Living facilities
- E. Kinds of schools
  1. Indian community colleges
  2. Bureau of Indian Affairs' schools
  3. State schools
  4. Private schools

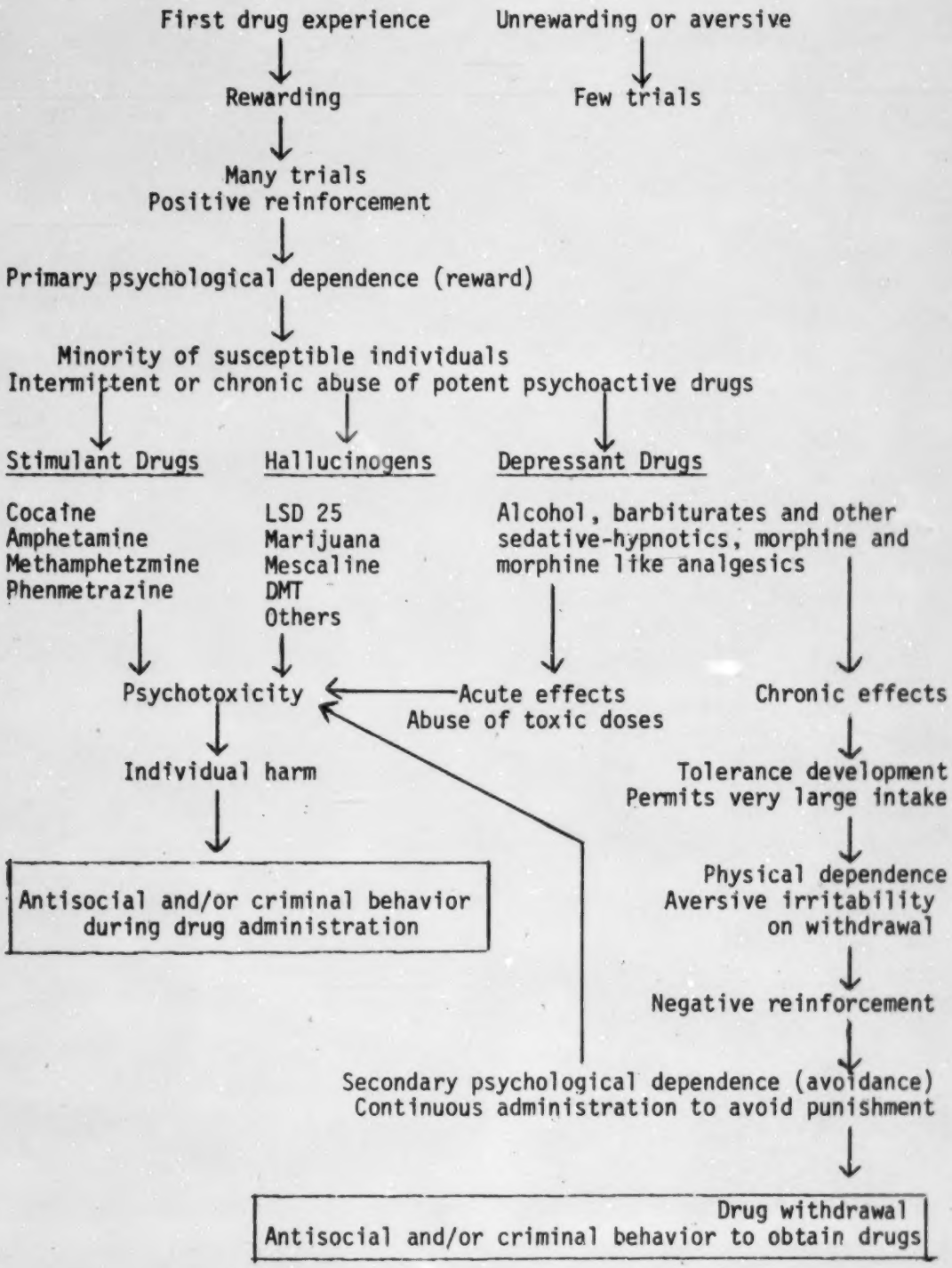
V. INDIAN HEALTH SERVICE

- A. Indian Health Service structure--agency level, area office level, Washington level
- B. Entering qualifications
- C. Application procedures
- D. Civil Service information--GS ratings, fringe benefits, etc.
- E. Advancement opportunities
- F. Advantages/disadvantages of working for the Indian Health Service
- G. Employment needs and trends
- H. Training programs

VI. OTHER AREAS/ACTIVITIES

- A. Outside speakers
- B. Films, film strips, slide/tapes
- C. Job corp information
- D. Employment service programs
- E. On the job training experiences
- F. Military careers
- G. Indian-Med Program

PSYCHOPHARMACOLOGICAL ELEMENTS OF DRUG DEPENDENCE



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NATIONAL CLEARINGHOUSE FOR ALCOHOL INFORMATION

It's Dangerous to Mix Alcohol and Drugs

In recent years, hundreds of new drugs have been introduced for inducing sleep and for tranquilization, sedation, relief of pain, motion sickness, head colds, and allergy symptoms. Too numerous to name, they include narcotics, barbiturates and other hypnotic-sedative drugs, tranquilizers, and antihistamines.

Alcohol is a drug which can produce feelings of well-being, sedation, intoxication, and unconsciousness. Since alcohol works on the same brain areas as some of these other drugs, it can multiply the usual responses normally expected from either the drug or the alcohol alone, if they are taken fairly close to one another. For example, alcohol and barbiturates in combination increase each other's effects on the central nervous system and can be particularly dangerous. Alcohol in combination with any drug that has a depressant effect on the central nervous system likewise represents a special hazard to health and safety -- sometimes to life itself. Some understanding of metabolism, i.e., the way our bodies chemically process the things we eat, drink, or take, is necessary to explain this reaction.

If drugs were not metabolized within the body their effect would continue for the remainder of a person's life. In the metabolic process, drugs are forced to compete with alcohol for processing by the body, alcohol is metabolized first, while the other drug remains active in the blood for an extended period of time. As a result, the drug's effect on the body is exaggerated, since its metabolism is slowed down due to the body's tendency to take care of the alcohol first. When added to the normal

depressant consequence of alcohol, further depression of the nervous system which regulates vital body functions occurs. This is a serious condition that can result in death.

There is another danger, which can also lead to serious problems in persons who habitually drink large amounts of alcohol. As a result of excessive drinking, during periods of sobriety, barbiturates or sedatives will have less effect, since these drugs are more rapidly metabolized. It is therefore not uncommon for heavy drinkers to take ever larger doses of drugs, because the usual quantities taken by non-drinkers or moderate drinkers will have little effect. The results of taking the large doses and then drinking can place these persons in even greater jeopardy and can be fatal.

Think Before You Drink

If you want to take a drink when you are also taking medication, three actions may save you from a serious illness or accident, or may even save your life:

Read the warnings on non-prescription drug labels or those on your prescription container

Ask your doctor about possible alcohol/drug interactions

Check with your pharmacist if you have any questions about your medication, especially those you can buy without a doctor's prescription

What Could Happen if You Drink While Taking Any of These Drugs

The following chart lists classes of drugs which have been reported to interact with alcohol. Some of the dangers that may result from combining alcohol with the other listed drugs are described. If you asked

for information on a specific drug, a check-mark has been placed in the box preceding the class of drug which best describes the one for which you requested information. It must be emphasized that this chart, or any other like it, only represents the smallest part of the whole alcohol/drug interaction picture. It is not meant to replace the advice of your family doctor or your pharmacist.

☐ ANALGESICS, NARCOTIC

(Demerol, Darvon, Dilaudid, etc.)

When used alone, both alcohol and narcotic drugs cause a reduction in the function of the central nervous system. When used together, this effect is even greater, and may lead to loss of effective breathing function (respiratory arrest). Death may occur.

☐ ANALGESICS, NON-NARCOTIC

(Aspirin, APC, Pabalate, etc.)

Even when used alone, some non-prescription pain relievers can cause bleeding in the stomach and intestines. Alcohol also irritates the stomach and can aggravate the bleeding, especially in ulcer patients.

☐ ANTI-ALCOHOL PREPARATIONS

(Antabuse, Calcium Carbamide)

Use of alcohol with medications prescribed to help alcoholic patients keep from drinking results in nausea, vomiting, headache, high blood pressure and possible erratic heart beat, and can result in death.

☐ ANTICOAGULANTS

(Panwarfin, Dicumarol, Sintrom, etc.)

Alcohol can increase the ability of these drugs to stop blood clotting, which in turn can lead to life-threatening or fatal hemorrhages.

☐ ANTICONVULSANTS

(Dilantin, Diphenyl, EKKO, etc.)

Drinking may lessen the ability of this drug to stop convulsions in a person.

☐ ANTIDEPRESSANTS

(Tofranil, Pertofrane, Triavil, etc.)

Alcohol may cause an additional reduction in central nervous system functioning and lessen a person's ability to operate normally. Certain antidepressants in combination with red wines like Chianti may cause a high blood pressure crisis.

☐ ANTIDIABETIC AGENTS/HYPOGLYCEMICS

(Insulin, Diabenese, Orinase, etc.)

Because of the possible severe reactions to combining alcohol and insulin or the oral antidiabetic agents, and because alcohol interacts unpredictably with them, patients taking any of these medications should avoid alcohol.

☐ ANTIHISTAMINES

(most cold remedies, Actifed, Coricidin, etc.)

Taking alcohol with this class of drugs increases their calming effect and a person can feel quite drowsy, making driving and other activities which require alertness more hazardous.

DO'S and DON'TS

FOR THE SPOUSES OF ALCOHOLICS

If you are the spouse of an alcoholic, your greatest hope is that some day your partner will be a reasonably healthy, happy, sober person. For years you may have directed your most concerted efforts toward this end.

But with an inadequate understanding of the illness of alcoholism, the fight may have seemed a blind and unfair one---mere stabs in the dark---resulting in the despairing knowledge that many of your efforts have done more harm than good.

Don't blame yourself for this. What you must realize, is that both you and your spouse are victims of an insidious illness which breeds confusion, despair and anxiety. It isn't a question of blame, but rather one of understanding.

Your solution lies in gaining knowledge of what you are up against. Once you have achieved this, you can come much closer to helping your spouse toward a quicker and more complete recovery. But even if this does not happen, you will be able to create for yourself and your family a happier and more normal home atmosphere.

The following suggestions, based on present-day knowledge of alcoholism and the experience reported by the partner of recovering alcoholics, will help you to develop a constructive program of action.

1. LEARN THE FACTS ABOUT ALCOHOLISM. You are a good deal more fortunate than the spouses of alcoholics in the past who could only guess what was wrong with their mates. There is much sound and unbiased information available today, and you should tap all the resources open to you. Some of these are: Alcoholics Anonymous, Alcoholism Research Foundation, sympathetic doctors and clergymen, social workers, spouses of other alcoholics, and the recovered alcoholics themselves.

2. DEVELOP AN ATTITUDE IN KEEPING WITH THE FACTS WHICH YOU HAVE LEARNED. Intellectual acceptance of the facts is essential, but unless your knowledge reaches the emotional level, it will do little good. You cannot accept your mate as a sick person in need of help, if you still are blaming him/her for actions resulting from their illness. In this respect, try to remember the alcoholic's intense feeling of inadequacy, and that attitudes of scorn, disgust, or impatience exhibited toward them only push them into further escape.

3. AVOID "HOME TREATMENT METHODS". These are not only futile, but are extremely harmful in many cases.

   PREACHING AND LECTURING---NAGGING---REASONING, are the most frequently used and the most useless ways of trying to help your mate

especially if he/she is intoxicated. They may already be suffering from feelings of guilt incomprehensible to the non-alcoholic. They have already told themselves all and more than you could possibly tell them. To remind them of their failures, their neglect of the family, their lack of social responsibility and social errors is more than they can take. For that reason, they hear as much as they can bear and simply shut out the rest. The alcoholic's thinking is mixed up whether he/she is sober or intoxicated. When you try to reason with them or demand certain behavior of them, you only increase their need to lie or force them to make promises they cannot possibly keep.

While refraining from preaching or reasoning, try to guard against a "HOLIER THAN THOU" or martyr-like attitude. It's possible to have this without saying a word, but it ISN'T possible to hide such an attitude from an alcoholic. Their sensitivity is such that they judge other people's attitudes toward them by small things much more than words---a fleeting expression---a tone of voice---or even the movements of your body. No matter what your words, if you feel skepticism, scorn, shame or suspicion, they will sense it and react. By the same token, if they hear kindliness and affection in your voice and actions, even when you are having to say something difficult, they will hear it, and in time come to believe in it or respond to it.

Another method of the "home treatment" variety is THE EMOTIONAL APPEAL. "If you loved me". Remember their drinking is compulsive; it CANNOT be controlled through WILL POWER. For the same reason, it is equally useless to try to coax them, extract promises from them, or to threaten them. A word about the latter; DON'T THREATEN UNLESS YOU INTEND TO CARRY OUT THE THREAT. There may be times when you will HAVE to take certain action for your own or the children's protection, but idle threats only make the alcoholic feel you don't mean what you say. Most often, you don't and are just hurt, desperate or angry. If you do carry out a threat, be sure you think it through carefully and understand as fully as possible, the implications in it for yourself, as well as for the alcoholic. So often what was intended to punish or shock them, only serves to hurt you.

AVOID, BY ALL MEANS, THE TEMPTATION TO HIDE THEIR LIQUOR, OR POUR IT DOWN THE SINK. No one act is a bigger waste of time and money. Besides pushing the alcoholic into a stage of rage and desperation, you are only inviting them to find ways of getting more, which they will invariably do.

Don't let your spouse persuade you to drink with him/her on the grounds that they will drink less; they rarely do and, in any case, as long as you condone drinking on their part, the easier it is for them to put off doing anything about their alcoholism.

At best, all "home treatment" methods only serve to relieve your feelings and usually drive your spouse farther away from you and from getting the treatment they really need.

4. TALK TO SOMEONE BESIDES FRIENDS AND RELATIVES, most of whom are prejudiced one way or another, and who often over-persuade you to a course of action or an attitude which leaves you more hostile and confused than ever. People who understand the illness, as well as your feelings about it, can best help you find answers to the many problems you have as the spouse of an alcoholic.

5. TAKE A PERSONAL INVENTORY OF YOURSELF, IN MUCH THE SAME MANNER AS MEMBERS OF ALCOHOLICS ANONYMOUS DO. Many spouses have found this helpful, and report that the inventory revealed surprising personal problems which were not necessarily caused by their spouse's drinking. The following statement, made by one group of wives of A.A. members, may challenge you---as well as give you comfort that you "are not the only one": "We wives found, like everyone else, that we were afflicted with pride, self-pity, vanity, and all the things that go to make up the self-centered person; and we were not above selfishness and dishonesty. As our husbands began to apply the spiritual principles in their lives, we began to see the desireability of doing so too." (This statement can apply to husbands of alcoholic wives as well as wives of alcoholic husbands)

   It took much courage for the spouses, and much self-honesty to face up to themselves, but they strongly recommend this action, painful though it may be at the time. If your spouse is not yet on the road to recovery, it is perhaps even more important that you do so.

6. GO TO A TREATMENT CENTER FOR ALCOHOLICS OR TO AN A.A. GROUP. Both can help you as well as your spouse. If there is an Alanon Group in either of these organizations, go there too. If you live in a community where there is neither a clinic nor A.A., seek out the help of a minister, physician or Social Worker who has some understanding of the illness and can understand your personal and family problem.

7. TRY TO DEVELOP A MORE POSITIVE, THOUGHTFUL ATTITUDE TOWARD YOUR SPOUSE. He/She may never be the spouse you dreamed of, but as long as you go on trying to make him/her into the kind of person you want them to be, they will likely need to go on drinking. Stop treating them like children just because at times they act like they are. Don't deny them some "mothering", but at the same time, remember that they have many adult abilities which you have long since ceased to appreciate. Try to share the responsibilities you have taken over, rather than handing them back to your spouse all at once. Begin to let your spouse make decisions and ask for his/her help whenever possible. Remember, the alcoholic feels a great sense of inadequacy and lacks confidence in themselves. Begin to believe in them and show them that you really need them---as you do or you would have long since left them.

8. IF YOUR SPOUSE BEGINS TO SHOW INTEREST IN TREATMENT, BUT IS SLOW PUTTING IT INTO ACTION, DON'T MAKE AN ISSUE OVER IT. The same thing applies to a break from treatment. They need to make their own decisions and to feel that they have freedom of choice just as any adult would have. Don't try to push them into action, but at the same time let them understand that you believe they are going to do something. Let them take the initiative and responsibility for making the contact whenever they are able to do so. Let them feel your belief in the success of treatment.

9. DON'T BE JEALOUS OF THE METHOD OF RECOVERY YOUR SPOUSE HAS CHOSEN. You may have a tendency to feel that their love for you and the children should have been sufficient incentive for seeking recovery. Or, having had them dependent on you for so long a time, you may have felt left out when they turn for help to persons outside the home. Remember, that if they suffered from diabetes you would not expect to be his sole incentive for recovery, or their means of recovery; neither would you feel jealous of the doctor who was helping them back to health.

10. DON'T EXPECT AN IMMEDIATE 100% RECOVERY. As in other illnesses, there's going to be a period of convalescense. There may be relapses, or dry drunks, and there certainly will be difficult days during which old tensions and resentments flare up again. If you can accept these as part of the illness, you will find that it takes less out of you and will help to prevent or limit another drinking bout.

11. DEVELOP AND MAINTAIN A HEALTHY EMOTIONAL ATMOSPHERE IN YOUR HOME. Bickering, nagging and tension makes the home an unhappy place for you and the children, as well as for the alcoholic. If you are too absorbed with your own feelings, or your spouse's drinking, the children's relationship with you is affected. If your attitude toward your mate is negative, they will take sides and become mixed up in their thinking. They can often learn to accept, understand or enjoy their drinking parent in spite of his or her drinking. The atmosphere of the home affects every member, but profoundly affects the alcoholic's recovery.

12. DON'T TRY TO PROTECT YOUR SPOUSE AGAINST ALCOHOL. This is one of the quickest ways to push them into a relapse. If you warn other people not to serve them drinks, you will be stirring up their old feelings of resentments and inadequacy, all over again. They must still live in a world where alcohol is served, and they must learn, on their own, how to say "no" gracefully. By the same token, don't refer to alcohol and their old drinking habits unless they do. If they seem to want to discuss the subject, do so as naturally and intelligently as you can.

13. ENCOURAGE THEIR NEW INTERESTS AND ACTIVITIES EVEN IF YOU DO NOT FULLY UNDERSTAND THEM. Without alcohol in their lives, they will have a lot of free time on their hands. Participate in their new activities if they want you to. Develop some new interests of

your own or renew some old ones. Above all, try to find some new ways of enjoying life and of having fun together---that are not dependent on alcohol.

14. DON'T BE TOO DISCOURAGED BY THE MISTAKES YOU MAKE OR YOUR SPOUSE'S INABILITY TO FIND CONTENTED SOBRIETY QUICKLY. Remember, it has taken many years to become an alcoholic and your old ways of reacting to them have become well established. The important thing is not to become too apathetic or stop trying, or you may become as sick and mixed up as they are. Two sick people can rarely help one another. Whether they find permanent sobriety or not, there is a way to a more satisfying life for the whole family, depending on the degree to which you and the alcoholic can use help.

15. PASS ON YOUR KNOWLEDGE OF ALCOHOLISM TO OTHERS. Having suffered so much as a result of this illness, your influence can be great in helping non-alcoholics to comprehend the problems and needs of the alcoholics. If there are other spouses in similar need, who seek your help, give them your time gladly. By helping others, you can help yourself. More important still, this growing interest outside your own immediate problems will reaffirm your faith in God, in others, (including your spouse), and in yourself.

Based on an article in Iventory.

Published by the North Carolina Alcoholic Rehabilitation Program.

WHAT IS AN INDIAN?

A FANTASY EXPLORING STEREOTYPES

PURPOSE:

A self awareness exercise through which non-Indians can explore their feelings and personal beliefs of what Indians are like and what it's like to be an Indian.

DESIGN:

Exercise can be administered at a local setting. It is ideally suited to accommodate a small group from 10-20 persons, in order to facilitate group interaction and discussion.

WHO CAN ADMINISTER:

A resource person of Indian descent or a person with experience in dealing with Indian people.

PROCEDURE:

The facilitator sets the stage by explaining how stereotypes often interfere with communication between people of differing ethnic or racial backgrounds. The facilitator needs to impress upon the program participants that this is not an exercise in which the participants knowledge or beliefs of Indians are being evaluated. Rather the participants need to be assured that the exercise is a growth process in which they themselves will explore their own feelings about Indian people.

After setting the stage for the purpose and goals of the exercise, the facilitator should proceed to administer the exercise, which is the fantasy of being Indian. It is helpful to have the lights turned low and to play music of Indian singing in the background. The participants should be instructed at this point to get into a comfortable position and close their eyes in order to get into the fantasy. The participants should be allowed approximately a minute to clear their minds of the other thought processes which might interfere with their attention during the fantasy.

When the facilitator ascertains that the participants are prepared, the facilitator should proceed with the fantasy. The facilitator needs to allow adequate time for the participants to move through the fantasy slowly and completely. (Approximately 15 minutes will be adequate to talk the participants through the fantasy.) Upon completion, the facilitator should instruct the participants to complete their fantasy and to come back to the group when they're ready.

Page 156 blank

GROUP INTERACTION AND DISCUSSION:

The facilitator should separate the participants into small groups of two or three persons per group. The small groups are for the purpose of sharing their fantasies with one another.

The facilitator should bring the participants back to the larger group. Helpful questions for the large group to address would be as follows:

1. Is being Indian different from being non-Indian?

2. Did participants experience feelings as Indians which can be seen to be similar to non-Indian feelings? i.e., Do human feelings cross cultural lines? Are we all human feeling beings under the skin? etc.

3. Were the individual fantasies different from one another? If so, can we infer that just as the fantasies are different---so are Indian persons different from one another? Thus, stereotypes are simply that and can't be adequate or accurate in viewing individual persons be they Indian or non-Indian.

* * * * * * * * * * *

--- In a moment you are going to be born.
--- You are being born to an Indian mother and father, thus making you an Indian baby.
--- You have now been born and your parents have given you a name.
--- What is your name? What do you look like?
--- Picture the surroundings you've been born into:
    --- Where does your family live?
    --- Do you have brothers and sisters?
--- You are now in the process of growing up and will experience your childhood up to the age of six.
--- Your childhood is filled with pastimes and activities; what are they?
    --- What are some of the foods you eat?
    --- Who looks after you?

--- What is your mother's name?
--- What is your mother's occupation?
--- What does your mother look like physically?
--- How does your mother feel about you?
--- How do you feel about your mother?

--- What is your father's name?
--- What is your father's occupation?
--- What does your father look like physically?
--- How does your father feel about you?
--- How do you feel about your father?

--- Now that you're 6 years old, you're beginning elementary school.
    --- How do you feel about your school?
    --- How does your family feel about school?
--- Progress through the 8th grade and take time to notice what kinds of outside activities you have from the school setting.

--- Now you're in high school.
    --- How do you dress?
    --- What do you do when you're not in classes?
--- Progress through high school until graduation.

--- Now you're finished with high school and have decided to go to college.
--- You arrive at college where the enrollment of 6,000 students includes only 36 of you Indian students.
--- How do your classmates and teachers respond to you?
    --- How do you respond to them?
    --- How are you doing academically?
    --- What do you do on weekends and evenings when classes are finished?

--- I want you to take a few minutes and live out some points in your life.
    --- Decide whether or not you finish college.
    --- What is your occupation?
    --- Decide whether or not you marry.
    --- If you do marry, do you marry an Indian or non-Indian?
    --- What kind of a person are you?
    --- What do you look like?
    --- Are you pleased or displeased with your life?
    --- Do you have children? If so, what do you want for them out of life?

WHAT IS A WHITE PERSON?

A FANTASY EXPLORING STEREOTYPES

PURPOSE:

A self awareness exercise through which Indians can explore their feelings and personal beliefs of what white people are like and what it's like to be a white person.

DESIGN:

Exercise can be administered at a local setting. It is ideally suited to accommodate a small group from 10-20 persons, in order to facilitate group interaction and discussion. It is also ideally suited to Indian students who are exploring their feelings about white people.

WHO CAN ADMINISTER:

A resource person of Indian descent or a person with experience in dealing with Indians.

PROCEDURE:

The facilitator sets the stage by explaining how stereotypes often interfere with communication between people of differing ethnic or racial backgrounds. The facilitator needs to impress upon the program participants that this is not an exercise in which the participants knowledge or beliefs of white people are being evaluated. Rather the participants need to be assured that the exercise is a growth process in which they themselves will explore their own feelings about white people.

After setting the stage for the purpose and goals of the exercise, the facilitator should proceed to administer the exercise, which is the fantasy of being white. If is helpful to have the lights turned low and to play classical music in the background. The participants should be instructed at this point to get into a comfortable position and close their eyes to get into the fantasy. The participants should be allowed approximately a minute to clear their minds of other thought processes which might interfere with their attention during the fantasy.

When the facilitator ascertains that the participants are prepared, the facilitator should proceed with the fantasy. The facilitator needs to allow adequate time for the participants to move through the fantasy slowly and completely. (Approximately 15 minutes will be adequate to talk the participants through the fantasy.) Upon completion, the facilitator should instruct the participants to complete their fantasy and to come back to the group when they're ready.

GROUP INTERACTIONS AND DISCUSSION:

The facilitator should separate the participants into small groups of two or three persons per group. The small groups are for the purpose of participants sharing their fantasies with one another.

The facilitator should then bring the participants back to the larger group. Helpful questions for the large group to address would be as follows:

1. Is being white different from being Indian?

2. Did participants experience feelings as white persons which can be seen to be similar to feelings of Indians? i.e., Do human feelings cross cultural lines? Are we all human beings under the skin? etc.

3. Were the individual fantasies different from one another? If so, can we infer that just as the fantasies are different so are white persons different from one another? Thus stereotypes are simply that and can't be adequate or accurate in viewing individual persons be they white or Indian.

* * * * * * * * * * *

--- In a moment you are going to be born.
--- You are being born to a white mother and father, thus making you a white baby.
--- You have now been born and your parents have given you a name.
--- What is your name? What do you look like?
--- Picture the surroundings you've been born into:
    --- Where does your family live?
    --- Do you have brothers and sisters?
--- You are now in the process of growing up and will experience your childhood up to the age of six.
--- Your childhood is filled with pastimes and activities; what are they?
    --- What are some of the foods you eat?
    --- Who looks after you?

--- What is your mother's name?
--- What is your mother's occupation?
--- What does your mother look like physically?
--- How does your mother feel about you?
--- How do you feel about your mother?

--- What is your father's name?
--- What is your father's occupation?
--- What does your father look like physically?
--- How does your father feel about you?
--- How do you feel about your father?

--- Now that you're 6 years old, you're beginning elementary school.
    --- How do you feel about your school?
    --- How does your family feel about school?
--- Progress through the 8th grade and take time to notice what kinds of outside activities you have from the school setting.

--- Now you're in high school.
    --- How do you dress?
    --- What do you do when you're not in classes?
--- Progress through high school until graduation.

--- Now you've finished high school and have decided to go to college.
--- You arrive at college where the enrollment of 6,000 students includes only 36 Indian students.
--- How do your classmates and teachers respond to Indian students?
    --- How do you respond to Indian students?
    --- What do you do on weekends and evenings when classes are finished?

--- After you graduate from college you decide to go to work on the reservation.
    --- How do you feel about going to the reservation?
    --- How do the Indian people respond to you?
    --- How do you respond to Indian people?
    --- Do you date Indian people?
    --- Would you consider marrying an Indian person?
    --- Where do you work on the reservation?
    --- Do you plan to spend your whole life on the reservation?

How well do the following words describe or fit me?

	Not at all	Slightly	Moderately	Rather Well	Extremely Well
Self-confident	( )	( )	( )	( )	( )
Tactful	( )	( )	( )	( )	( )
Irritable	( )	( )	( )	( )	( )
Quiet	( )	( )	( )	( )	( )
Emotionally variable	( )	( )	( )	( )	( )
Serious	( )	( )	( )	( )	( )
Energetic	( )	( )	( )	( )	( )
Well-adjusted	( )	( )	( )	( )	( )
Cooperative	( )	( )	( )	( )	( )
Suggestible (easily swayed)	( )	( )	( )	( )	( )
Prejudiced	( )	( )	( )	( )	( )
Unpredictable	( )	( )	( )	( )	( )
Selfish	( )	( )	( )	( )	( )
Self-centered	( )	( )	( )	( )	( )
Group leader	( )	( )	( )	( )	( )

Comments:

page 163 blank

	Not at all	Slightly	Moderately	Rather Well	Extremely Well
Considerate of others	( )	( )	( )	( )	( )
Good-natured	( )	( )	( )	( )	( )
Tense	( )	( )	( )	( )	( )
Easily embarrassed	( )	( )	( )	( )	( )
Avoids extremes, balanced, temperate	( )	( )	( )	( )	( )
Accepts criticism	( )	( )	( )	( )	( )
Systematic	( )	( )	( )	( )	( )
Aggressive	( )	( )	( )	( )	( )
Easy to get to know	( )	( )	( )	( )	( )
Imaginative	( )	( )	( )	( )	( )
Sense of humor	( )	( )	( )	( )	( )
Friendly	( )	( )	( )	( )	( )
Dogmatic	( )	( )	( )	( )	( )
Persistant	( )	( )	( )	( )	( )
Dependable-responsible	( )	( )	( )	( )	( )
Takes initiative	( )	( )	( )	( )	( )
Ambitious	( )	( )	( )	( )	( )
Industrious	( )	( )	( )	( )	( )

Comments:

	Almost Never	Seldom	Sometimes	Usually	Almost Always
Do I try to impose my view on others?	( )	( )	( )	( )	( )
Am I objective?	( )	( )	( )	( )	( )
Am I sincere?	( )	( )	( )	( )	( )
Am I overly critical of others?	( )	( )	( )	( )	( )
Will I look at the other side of the argument?	( )	( )	( )	( )	( )
How impulsive am I?	( )	( )	( )	( )	( )
Do you feel at ease in talking with me?	( )	( )	( )	( )	( )
Do I try too hard to impress others?	( )	( )	( )	( )	( )
Am I sympathetic with others?	( )	( )	( )	( )	( )
Am I flexible in adapting to new situations?	( )	( )	( )	( )	( )

What attitudes or motives, that I seem unaware of, do you see in me?

What impressions, that I seem aware of, do you feel that I make on others?

Comments:

How accurately do these answers reflect your impressions of me?

How well do you feel you know me?

The following is a composite listing of speakers that participants in our Counselor Training Workshops have recommended.

1. Dr. John Bryde
   University of South Dakota
   Vermillion, SD 57069
   — Relationships with Indian Students

2. Marvin Buzzard
   University of South Dakota
   Vermillion, SD 57069
   — Career Education and Testing

3. Carla Fielder Claymore
   Rosebud Dormitory
   Mission, SD 57555
   — Individual Counseling

4. Dr. Wayne Evans
   University of South Dakota
   Vermillion, SD 57069
   — Indian College Students

5. John Gritts
   Financial Aids
   Black Hills State College
   Spearfish, SD 57783
   — Financial Aids

6. Marjorie Halverson
   Oglala Community Schools
   Pine Ridge, SD 57770
   — Counseling

7. Dr. Bill Hauck
   Black Hills State College
   Spearfish, SD 57783
   — Drugs

8. Dr. Dan Jordan
   Box A
   Amhurst, SD 57421
   — Process Centered Curriculum (ANISA)

9. Judy LaDeaux
   Rapid City Central
   Rapid City, SD 57701
   — Jealousy among Indian Students

10. Dr. Al Lindstrom
    Guidance and Counseling Dept.
    South Dakota State University
    Brookings, SD 57006
    — Elementary Counseling

11. Duane Mackey
    University of South Dakota
    Vermillion, SD 57069
    — Indian Students
    Career Counseling and Education Project

12. Dr. William Pike
    University of South Dakota
    Vermillion, SD 57069
    — Individual Counseling Techniques
    Alcoholism

13. Pam Twiss — Career Education
Oglala Community High School
Pine Ridge, SD 57770

14. Vince Whipple — Counseling
1615 North Seventh Street
Rapid City, SD 57701

15. Elijah Whirlwind Horse — Administration
Wanblee, SD 57577

16. John Williams — Alcoholism
University of South Dakota
Vermillion, SD 57069

SCHOOL/TITLE IV INDIAN EDUCATION SURVEY

We would appreciate information that could help us to better serve your Indian students. The parents of your students exert considerable influence in the community attitude toward education.

1. How do you feel that the Indian parents of your school participate in school related activities, such as, open house, athletic activities, etc.

   excellent _____ good _____ average _____ fair _____ poor _____

2. Attendance at PTA

   excellent _____ good _____ average _____ fair _____ poor _____

3. Parent-Teacher conferences

   excellent _____ good _____ average _____ fair _____ poor _____

4. Do you think that an Indian Educational newsletter could be a motivational vehicle for parents and students?

   yes _____ no _____

5. An annotated bibliography of books concerning Indian people was sent to each school. Were any books concerning Indians ordered this year?

   yes _____ no _____

6. If yes, was the bibliography helpful?

   yes _____ no _____

7. How could the Indian Education program be of the greatest help to the administrative staff of your school?

8. How would you relate American pluralism with multi-cultural education?

SCHOOL/TITLE IV INDIAN EDUCATION SURVEY

This survey is for teachers of kindergarten, 3rd, 6th, and 8th grades.

Ethnic Heritage Studies material was developed under the South Dakota Education and Cultural Affairs and distributed to the elementary schools.

1. Have you used the Indian Studies materials?

   Yes _____ No _____

2. If no is checked, why not?

3. If yes is checked, were the booklets and tapes used as a unit or incorporated into the learning process in an interdisciplinary method?

4. What are the strengths of the materials?

5. What are the weaknesses of the materials?

6. What Indian educational materials and/or educational techniques would you like to see developed?

7. If any Indian educational resource people have been invited to your classroom, would you please list their names and area discussed?

8. What difficulties do you have in preparing Indian related curricular units?

9. How would you relate American pluralism with multi-cultural education?

QUESTIONNAIRE FOR FINDING OUT "HOW OTHERS SEE ME"

As part of a class assignment, I have distributed this form to a number of my relatives, friends, and acquaintances; it is designed to give me your impressions of my personality. I am attempting to compare the way other people see me with the way I imagine they see me and the way I see myself. While it may be difficult for you to express all your impressions exactly, I would appreciate as frank a rating as you can give. Please do not sign your name to this questionnaire; you may print or type as you wish.

It should not take long to fill out this questionnaire. On the following pages, consider each item briefly and indicate the first choice that occurs to you. It may be helpful to try constructing an over-all view of your impressions about my personality before answering specific questions. If you come to a question which you feel unable to answer with any certainty, place a question mark (instead of a check) in one of the spaces to indicate a guess, but please answer every question. If you have comments that will help explain any of your answers, please use the spaces provided. Explanatory comments will be much appreciated. Please return this questionnaire to me just as soon as you have finished it.

A. Main Strengths

B. Main Weaknesses

1. My greatest ambition _____

_____.

2. I am uneasy when _____

_____.

3. My greatest fear is _____

_____.

4. I feel sorry _____

_____.

5. I usually feel shocked when _____

_____.

6. My greatest regret is _____

_____.

7. I dream a great deal about _____

_____.

8. I am most anxious when _____

_____.

9. I often think of myself as _____

_____.

10. I suffer most from _____

_____.

11. I am most troubled _____

_____.

12. The main thing in life is _____

_____.

13. The main thing which bothers my conscience is _____

_____.

14. My greatest asset is _____

_____.

15. When I compare myself with other people, I _____

_____.

16. I have sometimes wished I _____

_____.

17. If I had my life to live over again. I _____

_____.

18. I am happiest when _____

_____.

19. My greatest weakness is _____

_____.

20. I tend to sympathize with people who _____

_____.

21. I find it nearly impossible to get along with _____

_____.

22. I am often annoyed _____

_____.

23. I most enjoy _____

_____.

24. I most dislike _____

_____.

25. I sometimes hope _____

_____.

Acknowledgments

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page 174 blank

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